The Occupational Integration of Women: Proposals For A Public Education Strategy and Other Key Strategies

Prepared for the Ontario Women's Directorate

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Table of Contents

Executive Summary 1

Public Education Strategies — a summary 3

Introduction 9

Part I Analysis of A Selected Bibliography Related to the Integration of Women Into the Work Force 11

I.a The Selected Bibliography 11
I.b Gaps in the Selected Bibliography 16

Part II Strategies for the Occupational Integration of Women 17

II.a Public Education Strategies 18
II.b Other Key Strategies 24

Part III Appendices

Appendix A Acknowledgements 28
Appendix B Additional Research Documents 33
Appendix C Additional Audio-Visual Resources 40
Appendix D A Selected Bibliography of Research Reports, Educational Materials and Audio-Visual Aids Related to the Integration of Women Into the Work Force 47
Introduction 48
Suggested Topics for Further Research 49
Group I Factors Affecting Women's Integration Into The Work Force 51
Attitudes 52
Opinions 58
Constraints 63
Group II Messages and Materials from Public Awareness Campaigns 68
Group III Related Topics 71
Employment Equity 72
Education 75
Pay Equity 76
Sexism and Stereotypes 78
Group IV Audio-Visual Materials 80
Appendix E Location of Research Reports and Educational Materials in the Selected Bibliography 86

Executive Summary

In November 1985, First Ministers adopted a paper entitled *A Framework for Economic Equality for Canadian Women*. In the following year, they adopted a plan of action entitled *Towards a Labour Force Strategy: A Framework for Training Women*. As a first step in this plan of action, a bibliography was prepared for Status of Women Canada and the Federal/Provincial Territorial Public Awareness Group, entitled *A Selected Bibliography of Research Reports, Educational Materials, and Audio-Visual Aids Related to the Integration of Women into the Work Force*.

In March 1989, the Ontario Women's Directorate retained the consulting firm, Partners in Equality, to review and analyze the Selected Bibliography in order to identify any gaps, to suggest additional items for inclusion, and to recommend public education and other key strategies to change the attitudes of employers, educators, unions, parents and students toward sex-role stereotyping. *The Occupational Integration of Women: Proposals for a Public Education Strategy and Other Key Strategies* constitutes their report.

The analysis of the Selected Bibliography shows that:

- While the participation rate of women in the Canadian Labour force has increased by 27% over the last 25 years, almost 60% of them are in sales, clerical and service jobs which are prime targets for efficiency and productivity improvements through microelectronic technology. Only about 1% of the female workforce is employed in high skill, blue collar occupations.
- 56% of women with pre-school age children were in the labour force in 1985. In Ontario, 38.5% of working women are the sole support of themselves and frequently of dependent children. One-quarter of all married women in paid jobs are part-time workers.
- Although women form 43% of the labour force in Canada, they account for 45% of total unemployment.
- Societal, systemic and attitudinal factors create barriers to increased participation of women in employment.
- Women avoid maths and sciences in high school resulting in a lack of basic qualifications necessary for many professional, technical and scientific jobs.
- Training programs continue to follow a pattern of occupational concentration and segregation leading to the streaming of women into traditional occupations.
- Career counselling services in the school system and for adults are required to provide better information related to trades and apprenticeship training.
- A registry or referral system needs to be established to watch women who are interested in non-traditional occupations with industries experiencing skill shortages.

- Training and living allowances must be increased to allow women with family responsibilities to take part in training programs.
- The workplace must become more flexible so as to accommodate responsibilities associated with the home. Likewise, the post-secondary system needs to address the needs of students with dependents, particularly returning students.
- The three most critical areas for policy development for women in Canada are: pay equity, employment equity and the restructuring of work and family life in order to weave together domestic and labour force spheres.
- Schools generally tend to shy away from confronting the controversies of the social and political world, so that adolescents make choices about their future without knowing the practical social, political and economic realities.
- Educational programs should also be targetted to parents and other adults who work with young people.
- Improved career guidance must be available for young women and parents.
- Formal and informal programs and materials must be available to upgrade girls' knowledge of science.

The Selected Bibliography does not have any mention of visible minority women. It cites no research regarding the specific ways in which issues of race, ethnicity and socio-economic status affect the occupational integration of visible minority and Native women etc. It pays little attention to the need for in-service training for the people who have a direct impact on the career aspirations of women. And finally, it gives little attention to the importance of good human resources management.

It is recommended that a legislated employment equity program must precede any program to change attitudes. It is also recommended that there be conscious recognition of the fact that Ontario's women come from a variety of racial, ethnocultural, linguistic and socio-economic backgrounds, and have different abilities/disabilities. This recognition must underpin any plan of action to achieve the occupational integration of women.

Public Education Strategies

MESSAGES	TARGET AUDIENCE
It is "normal" and positive for women and men of all races to do all kinds of work	Pre-School and Kindergarten, Primary Grades, 1 - 3
Children themselves enjoy doing all kinds of activities	Pre-School and Kindergarten, Primary Grades, 1 - 3
It is advantageous to have the widest possible choice of careers with no gender barriers	Junior Grades, 4 - 6
Non-traditional jobs can be interesting and exciting	Junior Grades, 4 - 6 Intermediate Grades, 7 - 10
Women in non-traditional jobs live "normal" lives	Junior Grades, 4 - 6
Subject choices will limit or enhance career opportunities	Intermediate Grades, 7 - 10
Understand the demographics of the labour force e.g. women will make up half the labour force by the year 2000	Intermediate Grades, 7 - 10 Senior Grades, 11 - OAC Parents Re-Entry Women Employers General Public
Women in non-traditional work can be popular	Intermediate Grades, 7 - 10
Many non-traditional jobs have people contacts	Intermediate Grades, 7 - 10 Senior Grades, 11 - OAC
Keep your career options open	Intermediate Grades, 7 - 10 Senior Grades, 11 - OAC Re-entry women
Many courses have maths and sciences as entry requirements	Senior Grades, 11 - OAC
Take advantage of co-op education, part-time and volunteer work	Senior Grades, 11 - OAC

MESSAGES	TARGET AUDIENCE
Good basic training in math and sciences will help you change occupations, which you will likely do several times	Senior Grades, 11 - OAC
Parents should encourage daughters to stay in math, science and computer science	Parents
Parents should value choices their children make	Parents
Biological differences should not affect behaviour/activity/career differences	Parents
Encourage girls to take advantage of practical experiences and special opportunities	Parents
Both men and women can have a career and a family	Employers
Women are already doing non-traditional jobs successfully	Employers
It is advantageous to have the largest pool of labour	Employers
Job satisfaction means less turnover when employees are satisfied with their jobs	Employers
Culture of the workplace is often more important than the work itself	Employers
Satisfied employees will work harder and be more loyal	Re-entry women
Consider a non-traditional job in your career choices	Re-entry women
Employers are looking to hire women where there are skill shortages	

MESSAGES	TARGET AUDIENCE
Many women are balancing family and work successfully	Re-entry women General Public
Government and private sector action is required to help employees balance work and family responsibilities	General Public Employers
Familiarize people with today's workplace and that of the future	Re-entry women General public
Take pride in the positive developments that are happening for women in the workplace	Re-entry women General public

TECHNIQUES	TARGET AUDIENCE
A composite cassette tape(s) of clever and catchy songs	Pre-School and Kindergarten
A sing-along booklet to match messages in the tape(s)	Pre-School and Kindergarten
A play with songs, humour and interesting movement	Primary Grades, 1 - 3
A video featuring women in non-traditional occupations who love their work	Junior Grades, 4 - 6
A one-day career conference for students and parents	Intermediate Grades, 7 - 10 Senior Grades, 11 - OAC
Job sites visits for students, teachers and guidance counsellors	Intermediate Grades, 7 - 10
A booklet of original student writings about their career aspirations	Intermediate Grades, 7 - 10
Posters of women doing non-traditional work	Intermediate Grades, 7 - 10 Senior Grades, 11 - OAC Parents

	TECHNIQUES	TARGET AUDIENCES
	Advertisements on public transit vehicles and in public transit waiting areas	Intermediate Grades, 7 - 10 Senior Grades, 11 - OAC Parents Re-entry women General Public
6	TV and Radio campaign	Intermediate Grades, 7 - 10 Parents Re-entry women General Public
	Quizzes to test the knowledge of students, parents, teachers, counsellors etc. on jobs of the future and the demographics of the labour force	Intermediate Grades, 7 - 10 Senior Grades, 11 - OAC Parents General Public
	Regional student conferences to assist them in understanding their world and their career options	Senior Grades, 11 - OAC
	Job-shadowing programs to see first-hand what people do in their job	Senior Grades, 11 - OAC
	Revive the play "All the Way To Equality," teens talking to teens about their own issues	Senior Grades, 11 - OAC
	TV and radio talk shows to feature workplace issues for women, education equity and your children's future	Parents General Public
	Pamphlets dealing with the future workforce, education equity and your children's future	Parents General Public
	A video for training with parents featuring parents talking to other parents about supporting their children in making non-stereotyped career choices	Parents
	Family Math and Science programs which encourage parents to do Math and Science at home with children	Parents

TECHNIQUES	TARGET AUDIENCES
Training video dealing with labour force facts re: women, systemic discrimination and resistance to employment equity programs	Employers
Articles in influential management journals	Employers
Target key human resources conferences with new material	Employers
Ministers' speeches to employer and community groups	Employers
Address employers through local community service groups	Employers
Assist in government and school board role-modelling programs	Employers
A travelling road show including drama and work-shops to community groups and women's groups	Re-entry women
Advertise in public locations like libraries, buses, supermarkets re: counselling services and training programs in the community	Re-entry women

Other key strategies should include:

Awards to employers and post-secondary institutions for taking successful initiatives to facilitate the movement of women into non-traditional jobs

Employer networks to ensure ongoing information sharing and support for employment equity programs

Community Industrial-Training Centres to provide bridging programs, career counselling services, referral services, outreach, and support services

In-service training for trade unionists, managers, teachers, guidance counsellors, government and post-secondary career counsellors

Evaluation of teacher training programs for educational equity

Preparation of an accessible resource guide/annotated bibliography for practitioners in the field

A Premier's round table to raise public awareness and to build broad-based commitment to the implementation of strategies to achieve occupational integration

Introduction

In November, 1985, First Ministers adopted a paper entitled *A Framework for Economic Equality for Canadian Women* as a concrete commitment to the goal of economic equality through a coordinated, intergovernmental approach. In the following year, as a first step, First Ministers adopted a plan of action entitled *Towards a Labour Force Strategy: A Framework for Training Women*. In 1987 a Federal/Provincial Territorial Public Awareness Working Group began meetings to develop a common public education plan to change public attitudes, to encourage occupational integration, and to eliminate sex-role stereotyping at all ages and stages.

As a starting point to this work, a bibliography was prepared for Status of Women Canada and the Federal/Provincial Territorial Public Awareness Working Group entitled *A Selected Bibliography of Research Reports, Educational Materials, and Audio-Visual Aids Related to the Integration of Women into the Work Force*. In March, 1989, the Ontario Women's Directorate retained the consulting firm, Partners in Equality, to review and analyze the Selected Bibliography; identify any gaps in the references contained in this Bibliography; develop public education activities for appropriate target audiences using indicators identified in the research; and develop other key strategies outside public education which can be employed to change the attitudes of employers, employees, educators, unions, parents and students toward sex-role stereotyping.

In addition to analyzing a major portion of the documents listed in the Selected Bibliography (Appendix D), the consultants researched and analyzed additional relevant documents (see Appendix B) and audio-visual materials (see Appendix C) in order to identify any gaps in the references in the bibliography. Approximately 35 individuals were interviewed (see Appendix A) who represent a cross section of the target groups named in the public education strategies and other individuals in government and community groups who are involved in work related to various aspects of the occupational integration of women.

This report is divided into three parts. Part I analyzes the research included in the Selected Bibliography, identifying the issues which provided indicators for a public education strategy and other key strategies. It also names some of the gaps in the bibliography – issues that were not fully developed or were left out entirely. Some of these were found in other research documents (named in Appendix B).

Part II of the report recommends public education strategies for nine target groups and other key strategies that can be used by governments, public institutions, trade unions and community groups to address sex-role stereotyping of women at work.

Part III includes five appendices: (A) Acknowledgements; (B) Additional Research Documents; (C) Additional Audio-Visual Resources; (D) A Selected Bibliography of Research Reports, Educational Materials and Audio-Visual Aids Related to the Integration of Women into the Work Force; and (E) Location of Research Reports and Educational Materials in the Selected Bibliography;

Because this report addresses the "occupational integration of women," and because a major part of this discussion includes strategies for moving more women into "non-traditional occupations," it is important to clarify these two terms for the reader. For

purposes of this report, the terms are defined as follows:

A) ***Occupational Integration:*** It is the situation in which society encourages and ensures equal labour force participation in a variety of occupations to women and men based on their potential and capabilities rather than their gender.

Affirmative measures which ensure occupational integration include: changing attitudes through awareness-raising among students, parents and teachers to the relevant issues; gender equitable curriculum and classroom practices; and, systemic/structural changes such as equal opportunity in selection; equality of access to training and the workplace; recognition of work and family responsibilities.

B) ***Non-traditional Occupations:*** In its broadest sense, non-traditional occupations for women are defined as any occupation in which women have had a participation rate of *less than* 43 per cent, their total number in the Canadian workforce.

Part I

Analysis of A Selected Bibliography Related to the Integration of Women Into the Work Force

Approximately 38 research documents from the Selected Bibliography were located and analyzed for this report. Additional relevant documents were located in resource centres and libraries, and from a number of people who were interviewed.

The analysis was carried out in order to identify issues that may be addressed through educational strategies. We use the term "education" in its broadest sense and not only in the sense of formal schooling.

I.a The Selected Bibliography

I.a.i Demographics

- The average Canadian woman, whether she marries or not, spends anywhere from 25 to 45 years in the workforce.
- The participation rate of women in the Canadian labour force has increased by 27% over the last 25 years (Statistics Canada).
- However, while women are entering the labour force in ever-increasing numbers, they are still clustered in a narrow range of jobs that are generally lower-skilled and lower-paid.
- Almost 60% of Canadian women in the labour force work in sales, clerical and service jobs. These positions are prime targets for efficiency and productivity improvements through microelectronic technology. Therefore fewer employment opportunities are expected for women in these occupations in the future.
- Employment opportunities in new occupations will be very limited for women who become displaced by microelectronics, unless they are able to take advantage of training in non-traditional fields. Highly skilled technologists and professionals in occupations such as Scientists, Engineers, Technicians, and Computer Specialists will be needed as a result of the new technologies.
- Skilled occupations that are anticipated to be in short supply in Canada include Life and Physical Science Technologists and Technicians, Architectural and Engineering Technologists and Technicians, and Systems Analysts and Computer Programmers. Even though growth rates in high technology industries are expected to be high, these industries tend to be small in size and account for only a small proportion of total new jobs ("Women in Non-Traditional Occupations" – Alberta Manpower).
- Only about 1% of the female workforce is employed in high skill, blue collar occupations. In Ontario, women comprise only 5% of apprenticeship trainees, and are primarily concentrated in the trades of hairstylist and cook.

- In 1985, in Canada, women working full-time in the labour force still earned 65% of what men earned (Statistics Canada).
- Women comprise 44% of the workforce in Ontario and 43% of the workforce in Canada. By the year 2000, women are expected to make up half of the Canadian labour force.
- 56% of women with pre-school age children were in the labour force in 1985.

- In Ontario, 38.5% of working women are the sole support of themselves and, frequently, dependent children.
- The married mother with a full-time job has by far the longest working day – almost 9 $^{3}/_{4}$ hours.
- One-quarter (26%) of all married women in paid jobs are part- time workers, compared to less than 3% of employed married men. Part-time work is predominantly low-paid with few benefits and little security.
- Whether their wives are employed full-time, part-time, or not at all, husbands spend, on average, one hour per day on domestic labour.
- While the female share of the labour force is likely to continue to rise, it is projected that service sector employment will continue to fall ("Labour Market Developments in the 1980s").
- While more women are joining the labour force, other sources of labour force growth are declining. The male participation rate is falling somewhat, due primarily to a decline in the participation of older workers; the youth labour force (15-24 years) is declining; and immigration is no longer as important a source of skilled labour and highly trained labour ("Labour Market Developments in the 1980s").
- Women are disproportionately represented among the unemployed. Although they form 43% of the labour force in Canada, women account for 45% of total unemployment.
- The overall changes in female representation in male-dominated professions went from 11.4% in 1971 to 18.6% in 1981. It was the youngest age group (15-34) that accounted for over 60% of the total female increase in the male-dominated professions.
- Women are most seriously underrepresented in engineering and applied sciences (9%) and most seriously overrepresented in nursing (97%).
- Although women's participation has increased in all age groups, the greatest growth has occurred for women in the 24-44 age range, typically identified as the child-bearing years.

I.a.ii Barriers/Obstacles to Increased Participation in Employment

- Societal and systemic factors such as inadequate child care, recruitment and selection practices of employers, a hostile climate for women working in the trades, an acceptance of the status quo of women in the labour force create barriers to increased participation by women in employment.

- Attitudes, biases, and perceptions of individual decision makers impede fair and objective hiring and promotion practices.
- Attitudinal barriers which stereotype women and women's role continue to stream women into traditional female fields of study and work.
- Women avoid the maths and sciences in high school which leads to a lack of basic qualifications necessary for post-secondary training in many professional and highly skilled technical and scientific jobs.
- Women continue to carry the burden of family and home responsibilities in addition to their remunerative work in the labour force.
- Few employers have made any accommodations to help working women with their dual roles by providing arrangements such as flexible working hours and paid parental leaves for either parent.
- Training programs continue to follow a pattern of occupational concentration and segregation, due to a large extent to the attitudes of counsellors at Canada Employment Centres who tend to stream women into traditional occupations.
- Cutbacks in training allowances and financial assistance for dependent care have resulted in a decline in women trainees.
- Many unions strongly resist the entry of women into skilled occupations. The imposition of seniority lists on employers impedes the entry of women into non-traditional jobs.
- Human capital resources, particularly those developed through volunteer work, are often not recognized.
- Tradework is not generally set up to accommodate the demands of child care. Shift work requires flexible child care arrangements and an understanding employer.

I.a.iii Toward a Program to Address the Occupational Integration of Women

- One of the safeguards to jobs which will be negatively affected by technological change is a good basic education with some specialist skills.
- Career counselling services in the school system and for adults are required to improve the provision of information related to the trades in general and apprenticeship training in particular.
- Foster a climate of opinion which encourages sharing of family responsibilities and recognizes that child care, maternity pay and parental leave are not "women's issues" but are intrinsically bound to the well-being of the entire family and to society as a whole.

- Pressure is mounting for a national system of fully paid parental leave, so that all parents who combine paid work with family responsibilities would be able to take advantage of it.
- Pre-employment programs could adopt the co-operative education model which provides for work experience as an integral part of the program.
- Determine what modifications could be made within the trades to make them more accessible to women with disabilities.

- A registry or referral system needs to be established to match women who are interested in non-traditional occupations with industries experiencing skill shortages.
- Training and living allowances must be increased to allow women with family responsibilities to take part in training programs.
- Successful tradeswomen can use their training to start their own businesses. Carpentry, painting, roofing and small repair work are a few of the trades that lend themselves to a small business enterprise.
- Availability of high quality child care which is affordable and convenient is a necessary condition before equality of opportunity for women can realistically be possible.
- The workplace itself must become more flexible so as to accommodate responsibilities associated with the home. Arrangements such as work-sharing, child care leave, flexible working hours and part-time work with the same rights and benefits as full-time work are part of this accommodation.
- Develop a re-definition of work to include activities which are presently being carried out on an unpaid basis, such as adults caring for their children or the elderly in their homes. These activities constitute vital work but are presently undervalued by society.
- A shift in social values as well as employment equity programs will be required if we are to remove barriers to specific jobs and careers, and if we are to protect the rights of women and other target groups to compete on an equal basis.
- The provision of a national system of fully-paid maternity leave is an integral part of any national commitment to full equality for women in the workforce.
- The post-secondary system needs to address the needs of students with dependents (children and aging parents), particularly returning students. They need flexible schedules, child care spaces, counselling services, and support groups.
- The three most critical areas for policy development in Canada are: pay equity, employment equity, and the restructuring of work and family life in order to weave together the domestic and labour force spheres.
- A central issue is not access to non-traditional jobs in general, but access to high quality jobs that enjoy good prospects for future employment.

I.a.iv Growing Up Female: What Is and What Should Be

- Girls expect to marry and have children. They assume that there will be a husband and father to provide for the family.
- Adolescents have very romanticized ideas about the future due to their lack of awareness of potential barriers to accomplishing their goals and of opportunities available to them.
- Coming from a wealthier and more educated family seems to broaden girls' horizons with respect to occupational choice. This indicates that the socio-economic background of the family is still an important factor in mediating the future plans of adolescents.
- Adolescents tend to develop similar attitudes towards education and achievement as their parents.
- Schools are places which tend to shy away from confrontation with the controversies of the social and political world. This means that adolescents are making choices about their future without knowing about the practical realities of the social, political, and economic world.
- In general, awareness of skilled or technical jobs seems to be low among adolescent girls.
- Girls want interesting work more than prestigous or high-paying positions. They prefer to work with people rather than ideas or things.
- Girls are experiencing unnecessary anxiety over mathematics and science.
- Realistic information about the structure and demands of the labour force is definitely needed by high school girls. Without accurate knowledge of the work world, realistic decisions cannot be made.
- Educational programs to ensure that Canadian girls have a realistic picture of their future lives should also be targetted to parents and other adults who work with young children.
- Girls need to be encouraged to create ambitious and realistic plans.
- There is a need for improved career guidance for young women. Guidance services must involve parents as well.
- Presenting women in science and engineering as attractive people who lead rewarding and exciting family and social lives might have a very positive effect on girls' attitudes to science and engineering as careers.
- Parents and teachers must become more aware, through in-service training, of the ways in which their own attitudes and behaviour may bias girls' attitudes to non-traditional jobs and areas of study.
- We need to develop programs and materials to upgrade girls' "informal" knowledge of science.

I.b Gaps in the Selected Bibliography

As we have said in the Introduction, there are issues that the Selected Bibliography either fails to address or mentions only briefly. These gaps include the following:

- Visible minority women are not mentioned at all, even among those women described as "doubly disadvantaged."
- No research is cited regarding the specific ways in which issues of race, ethnicity and socio-economic status affect the possibility of occupational integration for visible minority women, Native women, rural women, etc.
- Very little attention is paid to the need for in-service training for the people who have direct impact on the career aspirations of women – teachers, guidance counsellors, career counsellors, managers and skills trainers.
- While a great deal of attention is paid to supply-and-demand factors, little consideration is given to the importance of good human resources management.

Part II

Strategies for the Occupational Integration of Women

A comprehensive set of strategies is required to bring about the occupational integration of women. We have recommended below strategies that, in our view, should constitute such a comprehensive program.

While it is important to undertake efforts to promote attitudinal change on the part of all concerned – educators, students, parents, employers, trade unionists, the general public – toward the entry of women into non-traditional ocupations, at the same time, there must be structural and systemic changes to facilitate such entry. Our review of research and interviews with a cross section of people have made very clear to us the need for intervention at the systemic level of behaviour. There must be legislated employment equity, pay equity, equitable labour legislation, effective human rights legislation and education equity. Only then will strategies for public education have a good chance of succeeding. By themselves, without legislative support, their likelihood of success will be limited.

One over-arching recommendation we would make is that any action to implement the following recommendations must be based on the conscious recognition that Ontario's women come from a variety of racial, ethnocultural, linguistic and socio-economic backgrounds, and have different abilities/disabilities.

All imagery and messages used in the public education campaigns should reflect the lives of a variety of women, including older women, disabled women, Native women, visible minority women, poor women and rural women. Wherever possible, materials produced should be in the languages of the major linguistic communities, as is the practice with the *Ontario Welcome Guide*. Multicultural radio and television stations and ethnic community newspapers should be included in media campaigns.

In order to address as wide a range of occupations as possible, all imagery and messages should depict women in skilled, semi-skilled and professional non-traditional jobs. It is important, as well, that the traditional work women do is not devalued.

To ensure that messages are effective, they should be simple and clean.

In addition to the strategies recommended by us, we would like to make special mention of three documents that contain their own list of worthwhile recommendations to address issues related to the occupational integration of women. These are: *Equality in Employment: A Royal Commission Report*, Judge Rosalie Silberman Abella; *Toward the Future: Proceedings of a Workshop on Women in Non-traditional Occupations*, ed. Pat Staton et al.; and *Attracting and Retaining Women Students for Science and Engineering: A Report from the Committee on the Status of Women in Ontario Universities*. Full publication details for these documents can be found in Appendix B and Appendix E.

II.a Public Education Strategies

II.a.i Pre-School and Kindergarten Children

MESSAGES:

It is "normal" and positive for people of different genders and races to do all kinds of work – domestic and labour force. People enjoy a variety of jobs/roles and having choices is positive for everybody.

Using their own experiences, children can enjoy doing all kinds of activities: baking a cake, gardening, caring for animals or a younger sibling, shopping, building small things, dressing up as people in different occupations, driving tricycles/bicycles/toy cars/toy trucks, dancing, drawing and painting etc.

TECHNIQUES:

Production of a composite cassette tapes(s), along the lines of the album "Free To Be" with Marlo Thomas, but using experienced Canadian children's entertainers. The cassettes could include *clever and catchy* songs (some where the children become the chorus), stories, chants, jingles, and rhymes. The idea here is to get the message across in an entertaining way.

Development of a sing-along booklet to match the messages in the cassette, including photographs, drawings, children's art work etc.

II.a.ii Primary Grade (1-3) Students

MESSAGES:

Same as Pre-School and Kindergarten

TECHNIQUES:

Production of a play, written with songs, humour, and interesting movement. The script would be available to teachers, parents and community-based groups.

Delivery of the play by professional actors to community-based groups and by high school Theatre Arts students to elementary students in their own school system. A discussion after the show with the audience would be included.

II.a.iii Junior Grade (4-6) Students

MESSAGES:

It will be to your advantage to have the widest possible choice of careers with no gender barriers.

Non-traditional jobs can be very interesting and exciting.

Women who do non-traditional work lead "normal" lives including having children, if they chose.

TECHNIQUES:

Production of an upbeat video, with rock music and "Rap" as background, featuring younger women in non-traditional occupations who love their work. Use a variety of images, glamorous and not so glamorous.

Production of a video for both sexes dealing with breaking down ideas about sex-specific behaviour and its appropriateness.

Production of exciting, colourful video games developed to reinforce the messages.

Visits to classrooms by women in non-traditional work. The Ontario Government could subsidize lost wages of these women or arrange with employers for these visits with no lost wages to their employees.

Use of the Ontario Women's Directorate role-modelling programs, the videos "Eight Hours a Day" and "More Than Just a Job," how-to manual *Be All You Can Do* and other available resources.

II.a.iv Intermediate Grade (7-10) Students

MESSAGES:

Non-traditional work can be interesting and exciting.

Your subject choices will either limit or enhance your career opportunities.

Understand the "demographics" outlined in the "Analysis" (I.a.i).

Women who do non-traditional work can be popular. They are not "weirdos."

Many non-traditional jobs have people contacts, like plumbing and electrical work.

TECHNIQUES:

A one-day career conference modeled on the "Expanding Your Horizons" conference which includes hands-on experience workshops, career workshops, and a workshop for parents. This conference could be organized system-wide, in school clusters or in individual schools. The goals of the conference will be to provide the participants with an opportunity to appreciate: (a) the importance of mathematics, science and computer science; (b) the role that mathematics and science play in everyday life; (c) the mathematics and science careers of today and tomorrow; and (d) the role of flexibility in making career and life decisions.

Job site visits for students, teachers and guidance counsellors where adults and students become co-learners. Each teacher will have the opportunity to visit three sites and then organize at least one field trip to at least one of the job sites for a minimum of 10 students. In-service preparatory sessions will be arranged for teachers and counsellors including ideas, activities and information that might be useful in preparing their students for the visits. During each visit the students will have the opportunity to interview a female career person. It is expected that the experiences provided will raise the level of awareness of teachers of the applications of mathematics and science in business, in industry and in careers and that these insights will result in more effective teaching and career counselling of students. In addition, it is hoped that the students will envision for themselves a wider range of career choices and appreciate the role that mathematics and science play in making these choices possible. (from: "Job Site Visits 86: Teachers and

Students, A Pilot Project Proposal prepared for Toronto Board Math-Science Network," January 15, 1986)

Posters of women doing non-traditional work.

Advertisements on public transit vehicles and in public transit waiting areas. This could include a picture of a student in a co-operative education program doing non-traditional work.

Television and radio (stations that play rock music) campaign.

Development and publication of booklets of original student writings dealing with what they see in their future, what obstacles or barriers they see in meeting their aspirations, who are the people in their lives who are most influential in helping them to make decisions about their future etc. These could be distributed to students, parents, teachers, guidance counsellors, and other personnel in the school system.

Development of quizzes by the Ontario Women's Directorate to test the knowledge of students, parents, teachers, counsellors etc. on jobs of the future, demographics etc.

II.a.v Senior Grade (11, 12, OAC) Students

MESSAGES:

Keep your career options open.

Understand the "demographics" outlined in the "Analysis" (I.a.i).

There are new entry requirments in maths and sciences for trades, technology, and professional courses in colleges and universities.

Take advantage of your co-operative education jobs, part-time jobs and volunteer work to explore career opportunities for yourself.

You will probably have more than one occupation in your life. Get good basic training now (including math, science, and computer science) to help make the transitions later.

Many non-traditional jobs have people contacts.

TECHNIQUES:

Posters of women doing non-traditional work. (These posters could also target university and community college students.)

Advertisements in public transit vehicles and in public transit waiting areas. These ads should stress the benefits of working outdoors, of fresh air and exercise and how these are connected to good health and beauty. Show more than one dimension of a job; e.g. an auto mechanic who is also interested in racing cars. Feature one women entrepreneur in a non-traditional field. (These advertisements could also target university and community college students.)

Career conferences like "Expanding Your Horizons" (II.a.iv).

Regional student conferences dealing with issues to help them understand their world ***and*** to increase their career options; e.g. knowing about math and science issues to help them become good citizens.

Job shadowing programs where arrangements are made with employers, universities and community colleges to have an individual student or a small group of students accompany a woman in a non-traditional job or field of study for a day in order to see

first-hand what the person does and to interview her about her education and training, family life, chances for promotion etc. (This program could also target university and community college students.)

Revive the play "All the Way to Equality," developed for Toronto Board of Education by The Company of Sirens; teens talking to teens about their own issues.

II.a.vi Parents

MESSAGES:

Understand the "demographics" outlined in the "Analysis" (I.a.i). Parents can help their children make the best educated career choices if they know more about the future workforce.

What parents can do to encourage their daughters to stay in Math, Science and Computer Science courses.

Parents should value whatever choices their children make, including non-traditional career choices.

Although there are biological differences between girls and boys, there shouldn't necessarily be behaviour/activity/career differences.

Encourage girls to take advantage of practical experiences and special opportunities *inside* and *outside* of the school setting.

Men and women can have a career and a family and both have equal responsibility.

TECHNIQUES:

Posters of women doing non-traditional work.

Television campaign in which there is a message of support from family and friends for girls who wish to or are entering non-traditional fields. Portray it as a big achievement.

Television and radio talk shows, especially those that are call-in shows. TV Ontario's "Realities" program could feature a series on workplace issues for women, education equity and your children's future.

Pamphlets for use by parent groups modeled on those produced by the Toronto Board of Education as part of "The Invisible Filter" project.

Development of quizzes by the Ontario Women's Directorate to test knowledge on jobs of the future, demographics etc. to be used with parent groups, home and school associations, community groups, parenting groups etc.

Development of quizzes as above for use in newspapers and magazines or on television.

Development of a video to be used in training sessions with parents featuring parents talking to other parents about how they supported their own children in making a non-stereotyped career choice.

Family Math and Science programs based on the Equals Program, The Lawrence Hall of Science, University of California, Berkeley, which encourage parents to do Math and Science at home with children.

II.a.vii Employers – Public and Private Sector

MESSAGES:

Understand the "demographics" outlined in the "Analysis" (I.a.i) with special emphasis on future skill shortages in the labour force.

Women are already doing non-traditional jobs *successfully.*

It is to their advantage to have the largest possible pool of labour to choose from.

There is less turnover when employees are satisfied with the jobs they have, the opportunities that exist for moving and with flexible working arrangments.

The culture of the workplace is more important in some ways than the work itself. It is the employer's legal responsibility to have a workforce free of harassment. It is the responsibility of employers/managers to provide good leadership in this area.

Satisfied employees will work harder and show more loyalty.

TECHNIQUES:

Development of a training video including the messages outlined for employers. It might also deal with employer resistance to employment equity program, and could address such issues as: what does "qualified" mean?; is "Canadian experience" really essential for all jobs?; what are you going to do about hiring women who are trained and qualified?

Submit articles to influential management journals around these messages.

Target key human resources conferences with specific new material to be used in workshops. These conferences reach an enormous number of decision-makers.

Ministers' speeches to employer and community groups should feature these messages.

Use local community service groups in rural areas to address employers. Service groups like the Rotary Club are very influential in a small community.

Assist in Role-modelling programs by:

- giving employees time off to speak to students
- participating in Job Sites programs
- participating in Job Shadowing programs

II.a.viii Women Re-entering the Workforce

MESSAGES:

Understand the "demographics" outlined in the "Analysis" (I.a.i).

Consider a non-traditional job in your career choices.

Women *are* doing non-traditional jobs successfully despite many obstacles because they want to make good money so they can support themselves and their families.

Employers are now looking for women to fill jobs where there are skill shortages. Name some of the jobs where there are shortages and will be for some time.

Many women are balancing family and work successfully. Many families are re-allocating domestic labour to allow women more job opportunities outside the home.

TECHNIQUES:

Radio and television talk shows.

Advertisements in public transit vehicles and in public transit waiting areas.

Television and radio campaign showing support groups for women in non-traditional work who are sharing their feelings, problems, and exchanging ideas and alternatives for handling tough situations. Show models of males sharing family responsibilities with their female partners and indicate how this arrangement has created better opportunities for both people.

Development of a travelling road show, including drama, workshops, audio-visual presentation and discussion, to community groups, religious groups, women's groups etc.

Advertise in libraries, public transit systems (free giveaways), supermarkets, community centres, churches etc. re: counselling services in the community, bridging programs and other training programs.

II.a.ix General Public

This category would include full-time homemakers, part-time homemakers, senior citizens and all the target groups named previously.

MESSAGES:

There have been positive changes for women in the workplace, though barriers and obstacles still exist.

Some of the strategies required to overcome the barriers are shared family responsibilities, improved government policies in the areas of child care, parental leaves, training programs etc.

There have been successes in our government in Ontario as well as in other provinces and other countries. Show a manager who is pleased to have a visible minority woman in a non-traditional job in his/her workplace. Show a grandfather/grandmother saying something like, "I never thought I'd live to see women working as police officers" (or ambulance drivers, welders, electricians, labourers etc.)

Get people familiar with the way the workplace is today and what it will be like in the future.

Understand the "demographics" outlined in the "Analysis" (I.a.i).

We should take pride in the positive things that are happening for women in the workplace, and we should seize these as opportunities for our children and our grandchildren. This is the first generation in which it is possible to make substantial changes in the lives of our children, especially our daughters and granddaughters.

TECHNIQUES:

Advertisements in public transit vehicles and in public transit waiting areas.

Ad campaigns on television and radio including images of: male/female employers talking about their success with women in non-traditional work; a woman talking about an employer and a union who created a possibility for her to be retrained in a non-traditional job; a female architect or engineer from an East European country talking about the surprise she had when she realized how non-traditional her occupation was considered to be in Canada and how pleased she is to see more and more women entering this field; young female children talking about why they want to be a scientist,

an auto mechanic, a fire fighter etc., and young male children talking about why they want to be a teacher, a librarian, a nurse, a child care worker etc.

II.b Other Key Strategies

II.b.i Awards to Employers and Post-Secondary Institutions

The Ontario Government has already established Employment Equity Awards which go to public and private sector employers in the province who are running successful employment equity programs. These awards serve not only to honour, publicly, employers who have voluntarily taken on these programs, but also to hold them up as role models to other employers who have not yet taken on employment equity as a priority.

An extension of this award system could be to honour, in a similar way, employers who have been successful in their efforts to train, hire and promote women into skilled, semi-skilled and professional non-traditional occupations; and post-secondary institutions which have made similar efforts to encourage women to pursue non-traditional areas of study. Guidelines for measuring the criteria of "success" would be set by the Ontario Women's Directorate in conjunction with the Ministry of Skills Development and the Ministry of Colleges and Universities.

II.b.ii Employer Networks

A number of the people interviewed suggested that the Ontario Government's employment equity program could be enhanced by the development of a number of "Employer Networks" around the province, especially outside of Toronto. The Ontario Government, through the Ontario Women's Directorate, would act as the catalyst for these networks. The role of the OWD would be to choose employers with employment equity programs to act as role models, assist these employers in developing workshops to be delivered to employers in their own region or area who do not have employment equity programs, and to assist in follow-up work with the networks to ensure that the information-sharing and support activities are ongoing.

II.b.iii Community-Industrial Training Centres

Both the research and the interviews support the need for regional Community-Industrial Training Centres which would have a number of functions:

1 Provide pre-training or "bridging" programs for women in general and special training programs for "doubly disadvantaged" women. Special programs would include ESL classes, literacy training (adult basic education), cross-cultural communications, math and science upgrading, life-skills courses, assertiveness training and skills training. Evaluation of all the successful bridging programs, like WITT and INTO, would be taken into account in developing these pre-training programs. "The long-term educational needs of the trainees should not be lost in the race to show competency in meeting the immediate needs of the marketplace" *(Women's Education and Training in Canada: A Policy Analysis).*

2 Provide a complete career counselling service which takes into account the skills women already have and how these can be applied to non-traditional training and work. Such a service would target those skilled, semi-skilled and professional jobs in which there are and will be skill shortages.

3 Create a referral service or registry of trained and qualified women whom employers can call when they have labour needs in non-traditional jobs.

4 Provide a child care service for women in training programs.

5 Develop an outreach program to attract women into the training programs, with special effort made to attract women who do not usually hear about or know about this kind of training.

6 Develop support groups for women in pre-training programs, apprenticeships and other skill-training programs, and for those already working in the trades and technical jobs.

These Centres would be non-profit organizations co-funded by the Federal and Provincial Governments and private sector employers. They would provide basic education and 'learning to learn' skills, and would work with private sector groups, community colleges, universities and other technical institutions who would provide the job-specific technical training.

Although funding would be co-sponsored, it is vital that these Centres be run by experienced and knowledgeable women who would have complete control over the curriculum, staff and programs. In this way, it becomes a training model which truly reflects the needs of women in the community while also providing the market place with much needed labour.

II.b.iv Education and Training

There is a need for in-service training programs for trade unionists, managers, teachers, guidance counsellors, government and post-secondary career counsellors to acquaint them with the issues of occupational integration of women, to develop their skills in counselling women of all ages, and in providing necessary programs to their own constituencies. These training programs could be co-sponsored by the government and the different organizations.

II.b.v Teacher Training Programs

There is a need to evaluate current teacher training programs and develop new curriculum which addresses sex-role stereotyping and other educational equity issues.

II.b.vi Universities and Community Colleges

An effective strategy would be for the government to assist in the implementation of the recommendations in the report ***Attracting and Maintaining Women Students For Science and Engineering: A Report from the Committee on the Status of Women in Ontario Universities*** published the Council of Ontario Universities in June, 1988. These

recommendations include recruitment and outreach programs to increase women's representation in non-traditional university studies, development of promotional materials to assist in the recruitment, curricular initiatives including bridging programs, financial aid and incentives for returning women, policies to eliminate sexist attitudes and behaviour, support systems, counselling services, role models etc.

II.b.vii Trade Unions

The research and interviews indicate that there is resistance to issues of occupational integration by both employers and trade unions. This suggests a joint effort by employers, government and trade unions to co-sponsor educational programs for trade unionists to encourage them to make occupational integration issues a priority.

II.b.viii Resource Guide/Annotated Bibliography

What is needed is an ***accessible*** resource guide/annotated bibliography for practitioners in the field. It could be modeled on "Women, Sport and Physical Activity: Research and Bibliography" (Government of Canada, Fitness and Amateur Sport) by Helen Lenskyj.

This bibliography should:

a) highlight recommendations and strategies in the sources

b) organize with categories and sub-categories

c) name users of items in the bibliography, eg. women's groups, researchers, curriculum writers, parent groups, unions, employers/managers, policy developers at all levels of government

d) cross-reference items

e) have a good introduction

f) set items and categories in a context

g) audio-visual resources should name producers ***and*** places in Ontario, where available (name users of items)

h) develop a Speakers Directory, by region, as a supplementary resource

i) be visually appealing and useful (use some photos and other visual images)

j) use as many resources as possible

k) look at other countries that have had more success at putting women into non-traditional jobs or countries where these jobs are not considered to be non-traditional; eg. Scandinavian countries, East European countries etc. Use women from these countries who live in Canada to share their knowledge

l) have a fiction section; poetry section; books, poems, articles for children to be used by other children, parents and teachers

m) include a section on non-traditional jobs for males

II.b.ix Coalition for Equity in Mathematics, Science and Technology (CEMSAT)

Coalitions and networks such as the Coalition for Equity in Mathematics, Science and Technology are already receiving some funding through a Federal government grant to organize a symposium to bring together researchers and practitioners who are active and knowledgeable in the area of increasing the participation of girls in mathematics, science and technological education. Governments should be encouraged to give grants to organizations such as this one who are promoting the kind of work that will lead to the occupational integration of women.

II.b.x Premier's Round Table

In order to raise public awareness and to build broad-based commitment to the implementation of strategies to achieve occupational integration, the Premier call a round table of significant representatives of all sectors of the province, namely, educators, labour, business and industry, community organizations and government.

Part III

Appendices

Appendix A – Acknowledgements

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Appendix B – Additional Research Documents

The location of each resource is indicated in parenthesis at the end of the listing.
Abbreviations used include:
OWD - Ontario Women's Directorate, Program Development Unit
SWC - Status of Women Canada
WERC, OISE - Women's Educational Resources Centre, Ontario Institute for Studies in Education

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Directory of Tradeswomen,
Toronto Women in Trades, 1988

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A Report by the Minister of Colleges and Universities, February, 1989. (Ministry of Colleges and Universities)

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Appendix C – Additional Audio-Visual Resources

Available from the Ontario Federation of Labour, 15 Gervais Drive, Don Mills Ontario M3C 1Y8 – 441-2731

Making Up The Difference
This colour slide-tape show documents the various campaigns organized by the OFL's Women's Committee to raise awareness of the problems facing working women in Ontario. It also details the adoption of the OFL's Affirmative Action policy paper in 1983 and the expansion of the OFL Executive Board to include five positions reserved for women.

Available from the Participatory Research Group , 394 Euclid Avenue, Toronto M6G 2F9 – (416) 324-8766 or CUPE

Who's in Control? Microtechnology and Women Workers
colour video or slide-tape. Through interviews with Bell telephone operators, bankworkers and library workers, this slide-tape show examines the impact of microtechnology on women workers in Canada. It also details steps that can be taken to protect ourselves from the adverse effects of technological change.

Available from the National Film Board of Canada

Class Of Promise
This film focuses on Canadian women who are current students or recent graduates of the Master's degreee program in Business Administration at the University of Western Ontario. Despite their training and skill, they face obstacles and conflicts, particularly between family and work, that rarely plague their male counterparts.

Head Start: Meeting The Computer Challenge
Intended for women in the paid work force and young girls about to choose a career, this film, part drama, part documentary, urges viewers to acquire the skills for careers involving computer sciences, describes changing occupational patterns, and stresses the need for training and job-mobility programs. Effective in encouraging female students to consider their career options more realistically.

Too Dirty For A Woman
In Labrador City, Newfoundland, women have been hired by the Iron Ore Company as truck drivers, engineers, laborers, geologists, warehouse workers, machinists and mechanics. They are modern-day pioneers, breaking into new fields of employment for women, rolling up their shirt sleeves and getting their hands dirty. In this film they talk with pride about their work and discuss some of the obstacles still to be overcome.

No Way! Not Me
Noted Canadian feminist and educator Rosemary Brown speaks to high school students about the social and economic realities of women's poverty. Her powerful lecture, intercut with archival photographs and film footage of women in the work force and at home, points out that the realities of poverty among women are often masked by gender-stereotyping messages. She urges young women to work to put issues affecting women's poverty on political agendas, and to settle for "nothing less than the best education, long-term goals and full development of their potential."

Being Male
In this film, 16- and 17-year-old boys talk candidly about male images, myths, roles, and what they think it all means.

Girls Fitting In
Senior high school girls recall the pressures and insecurities they experienced in their earlier years. The insights and feelings of these young women are guaranteed to generate classroom discussion on sexual stereotyping, conformity, relationships, and personal and social values.

Available from the Development Education Centre, 394 Euclid Avenue, Toronto M6G 2S9 – (416) 925-8480

Proud Women, Strong Steps
This film and video tells the stories of two immigrant women in Canada, but the impact of the stories goes far beyond the individuals. The film takes a close look at the stresses immigrant women and women of colour face in Canada, and suggests some of the reasons for their stress: poorly paid, hazardous factory work combined with primary responsibility for child care and domestic work at home as well as racism.

Rising Up Strong: At Work And At Home
This video examines some of the most vital and current issues taken up by the Women's Movement. It examines the problems of low wages, job ghettoes, responsiblity for housework, and inadequate childcare facilities.

Quel Numero What Number? The Electronic Sweatshop
A lively film, with gripping testimonials that reveal the other side of the "computer revolution," as told by the women who do not control the new machines; secretaries, telephone operators, cashiers and post office employees explain the impact of the new technologies on their work.

What You Take For Granted
The dream for many women is for the more rewarding, satisfying, and high-paying jobs held by their male counterparts. This film (and video) looks at this dream up close through fictionalized interviews with six women workers—a doctor, a truck driver, a carpenter, a cable splicer, an artist, and a philosophy professor.

Available from the Canadian Labour Congress – Ontario Region,
15 Gervais Drive, Don Mills, Ontario M3C 1Y8 – (416) 441-3710

Sexual Harassment – That's Not In My Job Description
This video program dramatizes a number of examples of sexual harassment on the job which affect both male and female employees.

Would You Let Someone Do This To Your Sister?
A documentary production telling what sexual harassment is, why it happens, and how to stop it.

Good Monday Morning
A personal documentary in which women share their experiences, frustrations and hopes for the future. It portrays a good cross section of working conditions, and personal perspective on worklife.

People At Work – An Equal Opportunity
This drama deals with the problems facing women in regard to equal access to training for job advancement and fair hiring practices.

A Rose Is Not Enough
This production explains how many women, of necessity, are in the workforce, and the inequalities and injustices which they are made to endure are all the more unfair. The "reward" of a rose for "good work" is not enough!

What Happens To Women In Tradesland?
This program was produced to address a primarily male audience on the subject of integrating women into the trades and technology workforce. It covers the reasons why women want to work in the trades, the good aspects of the work and the problems and myths that women are faced with when entering these non-traditional sectors.

Available from the Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto, Ontario M5R 2B8 - (416) 964-1232

Making It Happen
Based on career planning strategies dealing with the advancement of women in organizations. It is presented in four parts: Self-Assessment; Assessing the Organization; Developing Strength and Supports; and Action Planning.

Anything They Want To Be
Explores sex role stereotypes in intellectual and career-oriented activities. Covers both elementary and high school events, illustrating two themes; the low level of competence expected of girls in both academic and vocational problem-solving tasks, and the subtle manner in which girls' career aspirations are channeled.

Anything You Want To Be
Humorous presentation of the contradiction between the aspirations a girl may have and the stereotypes she is expected to follow.

Changing Images: Confronting Career Stereotypes
Reveals the influence of sex role stereotypes in the career expectations of elementary school children. Demonstrates that children are aware of evidence contradicting sex and career stereotypes, that they resist change, but that they begin to alter their stereotyped ideas.

Girls Can: A Blueprint For The Future
Designed to encourage young women in Junior High School to consider careers in trades, technologies and sciences.

Here Today: Where Tomorrow?
A docudrama designed to assist girls with career preparation, but which will interest and help high school students of both sexes.

It's Up To You
This dynamic program is intended to encourage female students to plan for their future careers by "keeping their options open." It is suggested that they keep taking courses in mathematics, science and computer studies - talk to others about their careers and remain flexible in their expectations of employment.

Joy Of Choosing
A variety of men and women, including several female scientists, openly discuss decisions that have shaped their lives. Their insights provide an excellent foundation for discussion and activities in junior and senior math classes.

Men: Choices and Changes
This focuses on the ways that men's development has been limited by sex-role expectations that urge them to be strong, active and unemotional, and shows how men can move toward "shared roles" and androgyny - the best of both male and female in men's or women's lives.

Multiplying Options and Subtracting Bias
Designed to eliminate sexism from mathematics education, these four 30-minute videotapes use a variety of formats to address the problem of mathematics avoidance, and suggest some possible solutions. The target audiences are students, teachers, parents and guidance counsellors.

No Time Like Now
A documentary film profiling nine women in occupations ranging from surveying and dentistry to small motor repairing.

Physics ... A World Of Opportunity
An actual video-taped record of a three-day colloquium in which 36 grade nine girls heard successful women from industry, government and universities describing the career possibilities they have already proven exist.

Other Women – Other Work
A number of women who are working in traditionally male fields are shown. The film is concerned with their drive to find a kind of work that satisfied them and thoughts about their anomalous role in a male-oriented society.

Real Women Don't Do Math ... Or Do They?
Why don't young women study math? Why do numbers scare off many of our female students? A 10-minute program produced at York University showing Grade 10 girls enjoying mathematics and career opportunities with a mathematics background.

A Truck Driver Named Gret
Gret gave up teaching at 38 to pursue a very different career - truck driving. We follow Gret working in a strenuous, traditionally male occupation. Gret recognized the issues involved in working at a "man's" job. The film gives a refreshing insight into one woman's personal success as a careerchanger, breadwinner, wife and mother.

When I Grow Up
Examines stereotypes focusing particularly on the influence of stereotypes on vocational choices for women.

Women: Choices and Changes
How do sex-role expectations influence career development? Many of the answers will strike a sensitive chord.

Women Inventors
This Canadian videotape distinguishes between being an inventor and being an entrepreneur. It depicts excellent female role models for adults and young students. Some educational inventions created by women are discussed.

Big People – Little People
A very good example of sex-role stereotyping in film. A group of children run a city for a day. Only one female is pictured (with a mop) while the males fulfill all other roles.

Boys And Girls
Oscar-winning film produced by Janice Platt, former Percy Township resident, is based on a short story by Canadian writer Alice Munroe and deals with a young girl's rebellion against the traditional female role imposed by her parents.

Boys For Babies
This film is designed to develop the understanding that baby care and the emotions associated with it are acceptable for males.

The Fable Of He And She
This animated fable gently challenges stereotyped and sexist thinking and celebrates the joys of individual self-expression. Done in special animation plasticine.

Joy Of Choosing
A variety of men and women, including several female scientists, openly discuss decisions that have shaped their lives. Their insights provide an excellent foundation for discussion and activities in junior and senior math and science classes.

A Matter Of Choice
This film illustrates the ways in which society treats girls and boys differently so that they grow up with different goals and aspirations.

Oh Boy! Babies!
This captivating story focuses on a group of sixth grade boys who discover their nurturing instincts when they take an elective course in infant care. Terrified at first by the actual presence of real babies, the boys soon respond with amazement and delight as they learn to hold, diaper, feed, bathe, clothe and love the infants.

Schools As Influencers
Educators, of course, challenge society's stereotypes – or do they? Listen to what students are saying - then find out how we can overcome the stereotyping.

The Sooner The Better
This is a film especially for teachers. It illustrates the essentials of a non-sexist classroom, and describes and demonstrates specific teaching ideas aimed at expanding horizons for both boys and girls.

A Token Gesture

An amusing animation film that gently pokes fun at the stereotyped attitudes that are applied to the sexes. The framework is a brief history of these attitudes starting at birth through to adulthood.

Appendix D -Selected Bibliography of Research Reports, Educational Materials, and Audio-Visual Aids Related to the Integration of Women Into the Work Force

Prepared for Status of Women Canada and The National Public Awareness Working Group, October 1988

Introduction

This report provides a selective bibliography of documents that could be used in the preparation of a communications strategy aimed at increasing public awareness of the integration of women into the workforce, particularly into non-traditional occupations. The bibliography was prepared with the objective of locating documents that would provide information about the attitudes and opinions of the strategy's three target groups towards the participation of women in the workforce and non-traditional occupations. The three target groups consist of: employers, children between 8 and 13 years of age, and women between 25 and 40 years of age.

Research for this report was conducted in three phases: the assembly of as many documents as possible that related to the subject of inquiry, a preliminary survey of their content, and the analysis of the most pertinent of these documents.

The documents and materials gathered for this study were obtained from departmental resource centres of the federal government and from independent women's organizations. As well, some materials were supplied by representatives of provincial governments in response to a request by the National Public Awareness Working Group and Status of Women Canada. Approximately 30 documents were received and consulted at the time of writing of this report. Documents were selected for inclusion in the bibliography on the basis of their relevance, quality, currency (not more than 10 years old), accessibility, and ease of consultation.

The bibliography is divided into four sections. The first section includes all the documents which could have a direct bearing on the development of a public awareness campaign, and includes information pertaining to the attitudes and opinions of members of the target groups, as well as perceived constraints to the integration of women into the workforce.

The second section includes examples of messages and materials used in public awareness campaigns already implemented in participating jurisdictions. For both these sections, a title, description, and summary of each entry's content is given.

The third section lists appropriate background materials on associated subjects, such as employment equity, pay equity, education and sex stereotyping.

The fourth section provides a list of audio-visual presentations that are available. Given project constraints, it was not possible to view all the materials listed. For each of them, the title and a short description appears. In most cases, descriptions were taken from film or video catalogues.

In the opinion of the researcher, this bibliography represents a list of the most significant documents available for use in support of the design and implementation of the proposed communications strategy.

Suggested Topics for Further Research

A) School and stereotypes

Most material available on education and sex-role stereotyping deals with the identification of stereotypes and the effect of these stereotypes on the career choices of young girls and women.

Areas that could be further researched are:

- An assessment of sex stereotyping in schools in the late 1980's. Has there been any improvement over the past ten years?
- A study of attitudes of educators and counselors. Are these professionals sufficiently aware of the importance of their role in eliminating stereotypes and in encouraging young women to adopt a non-traditional occupation?
- A review of promotional and educational materials. What information and educational materials about non-traditional occupations are available to young girls?

B) Family

Very little information is available on the role of the family in shaping the attitudes of girls and women towards non-traditional occupations.

Questions that might be pursued are:

- What role models does the Canadian family offer to young girls? How are girls encouraged to study and work in non-traditional sectors?
- What impact can the increase in the number of working mothers in the 1980's be expected to have on the career choices of young women?

C) Employers

There is little information available on the integration of women into non-traditional occupations in the private sector. Further research may be necessary in order to obtain a clearer idea of employer attitudes toward the hiring of women in non-traditional positions.

Research could be undertaken to:

- Determine whether other secondary sources exist that would provide useful information on employer attitudes.
- Determine which companies have been leaders in hiring women in non-traditional occupations, and could be asked to describe their methods and to give suggestions about how best to change other employers' attitudes in order to attract more women to non-traditional fields.

D) Professional Associations

Professional associations also have a role to play in promoting the integration of women into non-traditional occupations. A review of any initiatives undertaken by professional associations might also prove useful.

Group I

Factors Affecting Women's Integration into the Work Force

This section includes documents which could have a direct bearing on the development of a public awareness campaign, and includes information pertaining to the attitudes and opinions of members of the target groups, as well as perceived constraints to the integration of women into the workforce. The three target groups consist of: employers, children between 8 and 13 years of age, and women between 25 and 40 years of age. For each entry, a title, description and summary is given.

Attitudes

1. •Abella, Rosalie Silberman.
Report of the Commission on Equality in Employment. Published also in French under title: ***Rapport de la Commission sur l'égalité en matière d'emploi.*** Commission of Inquiry on Equality in Employment, Ottawa: Supply and Services Canada, c. 1984, 393 pages (Report) English/French.

The objectives of the Commission were to explore the most efficient, effective and equitable means of promoting equality in employment for four groups of citizens, one of them being women. The report states that most women work in the clerical, sales and support services. These are the lowest paying jobs and they also tend to be limited in opportunities for promotion. The report suggests that unless political parties, media, Government, business and the public stop thinking in terms of how a particular gender ought to behave and start thinking in terms of equal options for all, nothing will change. The report proposes an assessment of the various factors having an influence on the situation of women (and other target groups) and makes several (78) recommendations to facilitate and promote the implementation of equality.

2. •Armstrong, Pat and Hugh Armstrong.
A Working Majority: What Women Must Do for Pay. Published also in French under title: ***Une majorité laborieuse: Les femmes qui gagnent leur vie, mais a quel prix.*** Ottawa: Canadian Advisory Council on the Status of Women, February 1983, 280 pages (Book) English/French.

This book provides an overview of the nature and conditions of the work that women do for pay, and the attitudes of women towards their work. Using labour force statistics and information drawn from interviews with 65 working women, the study explores women's occupational and industrial segregation, wages and benefits, unemployment, job tenure, unions, and technology, among other subjects. Chapter 3 focuses on the daily work process as seen through the eyes of the women interviewed, providing insights into the consequences of new technology, job security, sex-role expectations, and so on. The authors argue for some fundamental changes in the nature and conditions of women's paid work, and recommend changes in government programs, legislation and enforcement, and employer practices.

3. •Baker, Maureen.
What will tomorrow bring? A study of the aspirations of adolescent women. Published also in French under title: ***Quand je pense a demain... Une etude sur les aspirations des adolescentes.*** Ottawa: Canadian Advisory Council on the Status of Women, 1985, 176 pages (Report) English/French.

A study of the aspirations of young Canadian girls for their education, career choice, and personal life. The study establishes a comparison with young boys of the same age group.

4. •Barrette, Diane.
Les femmes et les métiers non-traditonnels: analyse de la situation vécue par les femmes inscrites dans un Programme de formation professionnelle a l'éducation des (F.P.A., et menant a l'éxercice d'un metier non-traditionnel (M.N.T.). An unpublished document prepared for the Ministère de l'éducation du Quebec, Direction Générale de l'éducation des Adultes. November 1984, 109 pages (Report) French.

The purpose of the survey was to acquire a better knowledge of women participating in professional training programs leading to non-traditional professional activities. The survey describes the situation experienced by women registered in training programs leading to non-traditional professional activities, and formulates a number of recommendations aimed at educators and program managers to help them in changing their attitude towards these women. The recommendations are intended to facilitate the improvement of the educational environment of female students and eventually favour their integration into non-traditional sectors of employment.

5. •Boyd, Monica.
"Occupational Segregation: A Review." in ***Sexual Equality in the Workplace: Proceedings of a Conference.*** Published also in French under title:
La Ségrégation professionnelle, égalité des sexes sur le marché du travail: exposes d'une conference. Ottawa: Labour Canada, Women's Bureau, 1982. pp. 66-92 (Article) English/French.

This paper presents a concise overview of occupational segregation, examines the definitions, the extent of occupational segregation by sex in the Canadian labour market, the effects of such segregation, and some of the theories used to account for occupational segregation.

6. •Boyd, Monica.
Revising the Stereotype: Variations in Female Labour Force Interruptions. Ottawa: Department of Sociology and Anthropology, Carleton University, 1986, 20 pages (Report) English.

Using data from the 1981 Quality of Life Survey and the 1982 Class Structure Project, this paper investigates the labour force interruption patterns of married women, aged 20-59, who are currently in the labour force. Despite differences in the age-specific labour force interruptions of Canadian women, the analysis shows the continued constraints imposed by family responsibilities. However, the younger generation of mothers are less likely to leave the labour force, which suggests that major differences exist between generations of Canadian women.

7. •The Committee on Young Women's Issues.
Growing up Female: A study of adolescent women in Newfoundland and Labrador, St. John's, Newfoundland: The Committee on Young Women's Issues, 1987. 38 pages (Report) English.

This study provides information about the knowledge, values, attitudes and activities of young adolescent women in rural and urban Newfoundland and Labrador.

8. •Dale, Patricia.
Women and Jobs: The Impact of Federal Government Employment Strategies on Women. Published also in French under the title: ***Des femmes et des emplois: La stratégie du Gouvernement Federal et son effet sur les femmes.*** Ottawa: Canadian Advisory Council on the Status of Women, 1980, 161 pages (Report) English/French.

An in-depth review of federal employment strategies and labour market policies as they relate to women. The final section of the research paper makes the case for new policy directions oriented towards improving the economic position of women by taking into consideration their special needs and family responsibilities.

9. •Glaze, Avis.
Factors Which Influence Career Choice and Future Orientations of Females: Implications for Career Education. A thesis submitted in conformity with the requirements for the degree of Doctor of Education at the University of Toronto, Toronto, Ontario. 1979, 102 pages (Thesis) English.

An applied study designed to identify variables which contribute significantly to the career aspirations, expectations, educational plans and career commitment of Ontario high school girls. The findings of the study highlighted the need for systematic Career Education Programs addressing the needs of women as they prepare for their adult roles. The influence of sex-role ideology on both career and educational plans underlines the necessity for programs to identify the beliefs of girls, to help them determine their sources, and to evaluate them *vis-à-vis* their future needs and goals. The study also demonstrates the need for educational information, role models and specific guidance concerning the availability of financial assistance for further education. Finally, it addresses the impact of parental attitudes on girls' aspirations and expectations. The study concludes that it is important for young women to perceive education and careers as necessary tools for the future, rather than as contingencies in case they do not marry.

10 •Government of Alberta.
A Report on the Participation of Women in Non-Traditional Occupations. A Survey of Alberta Employers. May 1988, 31 pages and appendices (Report) English.

The Government of Alberta conducted a survey of employer attitudes with respect to hiring and promotion of women in non-traditional occupations. The purpose of the study was to explain why women in the Alberta workforce do not participate more fully in traditional job categories. The study demonstrates that attitudes, biases and perceptions play an important role in hiring and promotion policies, and concludes that increasing the participation of women in non-traditional occupations, particularly in the trades, will be difficult. The study confirmed that many employers still hold attitudes which make them resistant to hiring women in non-traditional occupations. The consultants conclude that some form of public awareness campaign is necessary in order to encourage employers to "buy into the need for change."

11 •Marshall, Katherine.
"Who are the professional women? / Qui sont les femmes des professions libérales?" Ottawa: Statistics Canada, Housing, Family and Social Statistics Division, Publication No.99-951, 1987, 47 pages. Bilingual.

A publication about the integration of women into traditional sectors of occupation. Using demographic and cultural characteristics it tries to verify the existence of differences between women who choose a non-traditional occupation and women who don't.

12 •McCrae-Vander Voet, Susan.
An Overview of Women Students in the Post-Secondary System in Canada. Toronto: Canadian Congress for Learning Opportunities for Women, 1982, 29 pages (Report) English.

Statistical tables presenting historical and present trends in women's university and Canada Manpower Training enrolment, as well as labour force participation.

13 •Pearson, Mary.
Women and Work: The Second Time Around: A Study of Women Returning to the Work Force. Published also in French under title: ***La femme et le travail: le Retour: une étude sur les femmes qui réintègrent le marché du travail.*** Ottawa: Canadian Advisory Council on the Status of Women, 1979, 65 pages (Report) English/French.

A discussion of women's motivations for re-entering the labour market and the problems they encounter in doing so. Suggestions and recommendations to assist women and facilitate their return.

14 •Quebec. Ministère de l'éducation; Ministère de la Science et de la technologie.
Explorons de nouveaux espaces: information sur les carrières non-traditionnelles d'avenir à l'intention des adolescentes. Québec: Conseil du Statut de la femme, 1985, 114 pages (Book) French. (Also Video-Documentary $^{3}/_{4}$" colour, 28 m.).

The main purpose of this booklet is to provide assistance to women who are interested in non-traditional occupations. The first part looks at the actual situation in the labour market and the opportunities available to women. The second part offers answers to questions such as "How to succeed in non-traditional occupations." The booklet also presents interviews with women or young girls who have decided to choose non-traditional occupations, in which they discuss their reason for choosing these careers, the reaction of family and friends, and other matters.

15 •Québec. Ministère de l'Éducation.
"Caractéristiques et cheminements de carrière des femmes en emploi non-traditionnel: revue de la littérature." Government of Québec, August 1985, 91 pages (Report) French.

This report focuses on women who have decided to work in a job traditionally done by men. It describes the personal and social characteristics of these women, the factors which have influenced their decision and the difficulties they face in their working environment. The purpose of the study is to provide information on the daily life of women pursuing non-traditional occupations, on their personal skills and on their career development to help in creating well-adapted training programmes facilitating the access of young girls to non-traditional trades.

16 •Saint-Pierre, Louise.
Enquête exploratoire sur les attitudes des Québécoises à l'égard du Marché du Travail. Unpublished paper prepared for the Ministère des Affaires Sociales, Gouvernement du Québec, September 1980. 46 pages (Report) French.

A research report presenting a summary of a discussion held in Montreal between two groups of women: working women and homemakers. The group discussion technique enabled the women to establish a description of socially acceptable behaviours and patterns, and to outline their attitudes towards their own life choices: to be active in the labour market or to stay at home. Spontaneous exchanges highlighted the frustrations and difficulties experienced by women in trying to assume the full consequences of their respective decisions.

17 •The Reid Report.
Canadian views of the role of women in society. volume 2, number 1, January 1987, pp. 8 - 18 (Report) English.

This report presents a number of views of the role of women in society which clearly establish that younger Canadians of both sexes are more open to women's involvement in a variety of roles.

- Alberta Government.
  Women in non-traditional occupations. Alberta Manpower, Manpower Information and Planning Division, August 1985, 43 pages (Report) English.

This report examines the extent of women's involvement in non-traditional occupations in Alberta, and takes a look at the training opportunities that are available to women.

- Braid, Kate.
  Invisible Women: Women in Non-Traditional Occupations in British Columbia. Ottawa: National Library of Canada, 1981. Canadian Theses on Microfiche Service, National Library, Ottawa, K1A ON4. microfiche(s). Thesis (M.A. Communications Studies) – Simon Fraser University, 1980. English.

The purpose of this paper was to explore the patterns of social relation, expectation and perception that develop in the workplace where women are involved in, what are for them, non-traditional occupations; in this case in one of B.C.'s primary resource industries, mining, logging, and fishing. The author conducted in-depth interviews of 22 women and concluded that women share a peculiar invisibility when it comes to being counted by employers, unions, schools or employment centres.

- British Columbia. Ministry of Labour Women's Programs.
  Women in the Labour Market. Victoria, B.C.: British Columbia Ministry of Labour Women's Program, 1983, 7 pages (Article) English.

An article taking a critical look at recent patterns of labour involvement of women.

- Cherry, Frances.
  Women's experience in trades and technology. Published also in French under title: ***"L'expérience des femmes dans les métiers et les professions de pointe."*** Ottawa: Women's Employment Directorate, Employment and Immigration Canada, 1985, 60 pages (Report) English/French.

This report provides quantitative data about the current personal experiences of women across Canada in trades and technology. The information was gathered primarily to facilitate women's entry into non-traditional training and jobs, by drawing on the collective experience and expertise of women who have already chosen these fields.

- Employment and Immigration Canada. Ontario Region.
  "Discussion of the Definition of Non-Traditional Occupations for Women." 1983 (unpublished paper) English.

The objective of this paper was to provide a base for discussion of the concept and

definition of "non-traditional" as it relates to women's participation in CEIC training programs. The paper demonstrates that the use of the 10% definition of non-traditional occupations is counter-productive, and recommends that the definition of non-traditional occupations parallel women's participation rate in the labour force which is closer to 43%.

- House of Commons Special Committee on Employment Opportunities for the 80's.
  Work for Tomorrow. Employment opportunities for the 80's. Published also in French under title: ***Du travail pour demain. Les perspectives d'emploi pour les années 80.*** Ottawa: Members of the Parliamentary Task Force on Employment Opportunities for the 80's, 1981, 170 pages (Report) English/French.

A report reflecting the deep feelings of Canadians at all levels about matters which closely touch their lives, their work, their careers, their life-roles in this country. The principal findings are: that there are shortages of skilled workers in Canada; and that despite the declining birth and immigration rates, the labour force will continue to grow in the 1980's, but at a slower rate than in the 1970s. This growth will be due to the increased participation rates of women, native people and older workers. Women, native people and the disabled are under-represented in the skilled trades and professions (Chap. 11).

- Labour Canada. Women's Bureau.
  Sexual Equality in the Workplace: Proceedings of a Conference. Published also in French under title: ***Égalité des sexes sur le marché du travail.*** Ottawa: Supply and Services Canada, 1982, 152; 24 pages (Report) English/French.

This publication is a collection of papers, comments, and addresses presented at a 1982 conference in Toronto on sexual equality in the workplace. Representatives from the business community, organized labour, government, academia, and various interest groups discussed some of the factors behind the current situation of women in the workplace, including: occupational segregation, equal pay, socialization, education, job training, and the identification of barriers to working women, such as child care and parental leave. The proceedings also include recommendations about what might be done to improve conditions and opportunities for working women.

- New Brunswick Advisory Council on the Status of Women.
  N.B. Women Tell Us... A Report on a Survey of New Brunswick Women/Les femmes du N.B. nous disent que... Rapport d'un sondage auprès des femmes du Nouveau-Brunswick. Moncton, N.B.: New Brunswick Advisory Council on the Status of Women, 1987, 32 pages (Report) Bilingual.

A brief summary of a survey commissioned by the Advisory Council in early 1987 to give a measure of New Brunswick women's opinions and priorities. Women are concerned about their economic inequality, and they support measures such as equal pay for work of equal value and province-wide child care services to improve their situation. Other issues covered include pensions, domestic violence, and health.

•Ontario Ministry of Skills Development.
"Training Women in the Workplace." May also be translated into French under title: ***"La formation des femmes en milieu de travail."*** Unpublished paper prepared for the Federal/ Provincial/ Territorial Ministers' Meeting. Halifax, June 12, 1987. (Report) English/French?

This paper addresses women's participation in the workplace component of the training system. Employment equity will require that women have full and equal access to such retraining and skills upgrading. As well, the paper reports on Ontario's initiative in support of workplace training for women. The paper draws on this experience and other research to recommend broad policy action that governments can take to enhance work-related skills upgrading for women.

•Ontario Status of Women Council.
Non-traditional Occupations. 1978, 9 pages (Booklet) English.

A discussion of non-traditional occupations within the context of human potential, the role of employers, and the role of government. Includes a list of recommendations.

•Ontario Government.
New Opportunities for Women: Technology and Trades. Toronto: Department of Labour, Women's Bureau, 1983. 16 pages. French. (Could not locate English title).

Information on non-traditional occupations and how to gain access to them.

•Public Service Commission of Canada, Office of Equal Opportunities.
Out of the classroom into the workforce / Les femmes et leur choix de vie. Ottawa: Public Service Commission of Canada. 1985 (brochures) English/French.

Twelve pamphlets on different careers for women in the federal public service.

1. ***Out of the classroom into the workforce: careers in accounting and finance / Les femmes et leur choix de vie: carrières en comptabilité et en finances***
2. ***Out of the classroom into the workforce: careers in commerce / Les femmes et leur choix de vie: carrières en commerce***
3. ***Out of the classroom into the workforce: careers in correctional service / Les femmes et leur choix de vie: carrières dans le service correctionnel***
4. ***Out of the classroom into the workforce: careers in customs / Les femmes et leur choix de vie: carrières dans les services douaniers***
5. ***Out of the classroom into the workforce: careers in drafting and illustrating / Les femmes et leur choix de vie: carrières en dessin et illustration***
6. ***Out of the classroom into the workforce: careers in engineering / Les femmes***

et leur choix de vie: carrières en génie

7. ***Out of the classroom into the workforce: careers in engineering and scientific support / Les femmes et leur choix de vie: carrières de soutien technologique et scientifique***

8. ***Out of the classroom into the workforce: careers in engineering in the Federal Public Service / Les femmes et leur choix de vie: carrières en génie dans la fonction publique fédérale***

9. ***Out of the classroom into the workforce: careers in scientific research / Les femmes et leur choix de vie: carrières en recherches scientifiques.***

10. ***Out of the classroom into the workforce: careers in statistics and economics / Les femmes et leur choix de vie: carrières en statistiques et en économique***

11. ***Out of the classroom into the workforce: careers in the general technical field / Les femmes et leur choix de vie: carrières dans le domaine technique général***

12. ***Out of the classroom into the workforce: careers in veterinary medicine / Les femmes et leur choix de vie: carrières en médicine véténnaire***

- Saskatchewan Advanced Education and Manpower, Women's Services Branch. ***Women Working.*** Regina: Saskatchewan Advanced Education and Manpower, 1983, 12 pages (Brochure) English.

A brochure that examines some of the myths surrounding women in the labour force.

- White, Julie. ***Current Issues for Women in the Federal Public Service.*** Published also in French under title: ***Les femmes dans la Fonction publique fédérale: question d'actualité.*** Ottawa: Canadian Advisory Council on the Status of Women, 1983, 24 pages (Report) English/French.

The federal government is the largest single employer of women in Canada. The vast majority of these women continue to be located in lower-paid clerical and secretarial jobs, while men dominate the executive, technical, scientific, and professional occupations. This research paper examines this and other issues related to the situation of women government employees, along with the impact of various federal government policies and initiatives undertaken.

• Wurts, Rosemary.
"My Mother the Electrician." ***Homemaker's Magazine.*** July/August 1987, Volume 22, no. 6., pp. 8 - 26 (Article) English.

Women in trades are not only proving that they can do a "man's job" – and make good money at it – they're also providing a challenging role model for their children.

Constraints

•Adsett, Margaret D.
Sex Differences in Rates of Return from Human Capital to Earnings for Married Full-Time Workers in the Canadian Labour Force: A Case of Women's Work History.

A thesis submitted in partial fufillment of the requirements for the degree of Master of Arts, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, August 1981 (Thesis) English.

This thesis investigates the argument that the work history of married women can explain inequality in rates of return from human capital (years of experience and schooling) to earnings between married men and women in the full-time Canadian labour force. The thesis concludes that women's time out of the labour market for the purposes of homemaking-childrearing appears to generate inequality in rates of return between married men and women, particularly if the problem is viewed from a life-cycle perspective.

•Braid, Kathleen.
"Zen Construction" ***Branching Out.*** Vol. VI, no.4 1979 (article) English.

The author relates some of her experiences working in the construction industry in B.C. She tells of her first job, the physical strains, and what it was like being a woman on an all male crew.

•Brown, Marsha D.
"Getting and Keeping Women in Non-traditional Careers." in ***Public Personnel Management Journal*** (Article) English.

This article identifies barriers to women entering and staying in non-traditional jobs. Strategies for employers to get and keep women in non-traditional jobs are specified.

•Canadian Advisory Council on the Status of Women.
Integration and Participation: Women's Work in the Home and in the Labour Force. Published also in French under title: ***Participation et Intégration, les femmes, le travail et l'argent.*** Ottawa: Canadian Advisory Council on the Status of Women. 1987, 193 pages (Book) English/French.

A collection of 10 essays on such topics as: marriage and divorce, conditions of work, unemployment, health and safety, unionization, and pensions.

•Cohen, Leah.

Review of Women's Participation in the Non-Traditional Occupations. Task Force on Labour Market Development, Technical Study No. 8. Ottawa: Employment and Immigration Canada, 1981, 27 pages (Report) English.

This research paper criticizes current federal employment policies to promote and encourage women's entry into non-traditional occupation , and explains why such programs have continued to direct women into traditional female occupations and have failed to bring significant numbers of women into non-traditional apprenticeships and/or skilled trades. The study concludes by offering suggestions for program improvement.

•De Seve, Michel et Simon Langlois.

Les hommes et les femmes dans la fonction publique du Québec : une étude de cas. Québec: Ministère de la fonction publique, Direction générale de la mise en valeur des ressources humaines. 1977, 563 pages (Book) French.

A study highlighting inequities between men and women in the Quebec Civil Service. The study focuses on the position of women in the structural organization of departments and on the attitudes of women towards their occupations, demonstrating that women are not represented at all levels of employment throughout the Civil Service. Differences in wages are widespread due to the discounting of women's educational background and professional experience. As well, women tend to be less mobile than men within departmental structures.

Respondants suggested better training programs, new employment and promotion policies, and changes in the employment structure to eradicate deficiencies. Both men and women consider professional achievement and independence as the most important factors of satisfaction with their occupations.

•Ferguson, Janet.

Who Turns the Wheel? Published also in French under title: ***Qui fait tourner la roue?*** Ottawa: Science Council of Canada, 1982, 136 pages (Report) English/French.

This is a publication of the proceedings of a 1982 workshop on the science education of women in Canada. The papers contained within discuss sex differences in enrolment and achievement in science; the serious problems these present; consideration of research on why these differences occur; and suggested strategies involving educators and policy makers.

•Gaskell, Jane.
"Education and Job Opportunities for Women: Patterns of Enrolment and Economic Returns." ***Women and the Canadian Labour Force.*** Edited by Naomi Hersom and Dorothy E. Smith, Ottawa: Social Sciences and Humanities Research Council of Canada, February 1982, pp. 257-306 (Article) English.

This research paper explores the ways in which women's education contributes to their unequal position in the labour force. The study compares women's and men's education, types of job obtained and incomes earned.

•Government of Newfoundland and Labrador, Women's Policy Office.
Non-Traditional Training: A Newfoundland Study. April 1987, 23 pages (Report) English.

This study looks at women who have participated in non-traditional training at post-secondary institutions in the province of Newfoundland, with the goal of generating information on barriers to training and employment. The study looks at reasons for participation, characteristics of women in this training, their success rates and subsequent employment rates.

•Harlan, Sharon L. and O'Farrell, Brigit.
"After the pioneers: prospects for women in non-traditional blue collar jobs." ***Work and Occupations.*** Vol. 9, no. 3. August 1982 (Article) English.

Based on a three-year study of one large industrial firm, this article examines organizational barriers at the plant level that impede women's access to and advancement in traditionally male jobs. Brief suggestions on overcoming these barriers are provided.

•Menzies Heather,
Women and the Chip: Case Studies of the Effects of Informatics on Employment in Canada. Montreal: The Institute for Research on Public Policy, c.1981, 98 pages (Report) English.

This study presents a good summary and analysis of research into office automation, with specific references to automation in banking and its effect on women. Among the recommendations suggested to reduce potential structural unemployment are a public education campaign to alert women about poor prospects for clerical jobs, retailoring of existing manpower training and counselling, new training for women in informatics and other microelectronic technologies, as well as occupational bridging mechanisms and affirmative action programs.

•Meyer, Herbert H. and Mary Dean Lee.
Moving Women into "Male" Jobs: successes and failures in ten companies. excerpt, 34 pages (Report) English.

A report outlining some of the problems encountered by companies attempting to integrate women into traditionally male-oriented jobs. For each type of problem, one or more of the companies studied developed an approach that applied at least a partial solution to the situation.

•Minister of Employment and Immigration.
Labour Market Development in the 1980s. Published also in French under title: ***L'évolution du marché du travail dans les années 1980.*** Ottawa: Minister of Employment and Immigration. 1980, 270 pages (Report) English/French.

This report looks at the evolution of the labour market in Canada in relation to various factors such as female employment. It provides a statistical portrait of female professional activity and concludes that it is no longer possible to ignore the economic importance of this activity. The report suggests that it is time to promote the creation of programs to facilitate the access of women to the labour market, improve differentials in wages, rate of activity, professional training and education, policies and measures adopted.

•Québec. Comité sur les inégalités socio-économique.
Les inégalité socio-économique et le marché du travail rapport du comité sur les inégalités socio-économiques. Québec: Gouvernement du Québec, Conseil de planification et de développement du Québec. 1981. 34 pages (Report) French.

An analyis of socio-economic inequities in the Province of Quebec with proposals to reduce them during the 1980s. The report demonstrates the impact of these inequities and identifies some negative trends for the future. The authors claim that the nature, operation and organization of the labour market are the main causes of existing inequities and their perpetuation.

• Saskatchewan Education; Employment and Immigration Canada,
Canada - Saskatchewan Apprenticeship Study: A tripartite review conducted by Canada, Saskatchewan and Industry, 1987, excerpt, 14 pages, (Report) English.

Identifies barriers to apprenticeship training for women, natives, social assistance recipients, visible minorities and people with disabilities, and development strategies to enhance their participation in apprenticeship training.

•Shaw, Susan; Canadian Advisory Council on the Status of Women.
Microtechnology and Employment : Issues of Concern To Women : A brief to the Task Force on Micro-Electronics and Employmen. *Also published in French under title:* ***Microtechnologie et l'emploi : question d'importance pour les femmes : mémoire présenté au groupe d'étude de la microtechnologie et l'emploi.***
Ottawa, 1982, 25 pages, (Report) English/French.

This brief to the Task Force on Micro-Electronics and Employment outlines the major difficulties women face, particularly those employed in the service sector, because of increased automation of the Canadian labour market. The report calls for an awareness of the problems of deskilling, quality of the work environment, unemployment and hidden unemployment; and urges changes in programs and legislation, as well as attitudinal changes on the part of government, employers, educational institutions and individuals that will ensure a shifting of women away from traditional "women's work" to present and future market possibilities.

•Swan, Carole.
Women in the Canadian Labour Market. Task Force on Labour Market Development, Technical Study no. 36. Ottawa: Labour Market Development Task Force, 1981, 89 pages. English.

This is a review of the situation of women in the Canadian labour market. The study analyzes the socio-economic context of women's labour force involvement and the barriers they face in participating equally in that market. The paper concludes by suggesting future program and policy directions that emphasize structural aspects of labour demand, such as training, job creation, and employer incentives, to help women move into non-traditional occupational areas.

•Tabor, Martha.
"Reflections on Blue-Collar Work." ***Off Our Backs.*** Vol. X, No. 2, February 1980 (Article) English.

A construction worker talks about her experience with four or five years work in the industry and her misgivings about women entering blue-collar work.

•Task Force on Micro-Electronics and Employment.
In the Chips: Opportunities, People, Partnerships. Published also in French under title: ***La Micro-Electronique au service de la collectivité.*** Ottawa: Labour Canada, c.1982, 90 pages (Report) English/French.

This report addresses various topics related to work in the high technology sector, including: microelectronics and work, cooperative and productive labour-management relations, quality of work and working environment, health and safety, quality of working life, women's concerns (addressed throughout the report in various sections), and the need for new and better training and educational programmes.

Group II

Messages and Materials from Public Awareness Campaigns

This section includes examples of messages and materials used in public awareness campaigns already implemented in participating jurisdictions. For each entry, a title, description and summary of content is given.

•Coffey, Mary Anne.
Inequality at Work. Toronto: Social Planning Council of Metropolitan Toronto, 1982, 32 pages (Booklet) English.

This booklet addresses such issues as the number of women working, the kinds of jobs they do, what they earn and existing legislation to prevent discrimination.

•Holmes, Ann and Esther Levin.
New career strategies for students. Unpublished paper. Ontario Women's Directorate. 7 pages, (s.d.) (Report) English.

This paper discusses two pilot programs which are initiatives of the Ontario Women's Directorate. Background to the current employment and education situation is presented, along with a description of each program and the evaluation methods for each.

•Hunter, Donna.
It's Your Life! Plan to Use it!
Montreal: YWCA of Canada, Resource Centre, 1978, 36 pages (Guide) English.

A program outline including games and exercises to stimulate interest in career life planning for young women. It can be adapted for most age groups.

•Lafountaine, Helen, and Herreing, Barbara. (Avebury Research and Consulting Ltd.)
Marketing non-traditional jobs to girls and women. Published also in French under title: ***Comment inciter les jeunes filles et les femmes à entrer dans les professions traditionnellement réservées aux hommes.*** Ottawa: Employment and Immigration Canada, 1986, 63 pages (Report) English/French.

Study commissioned to gather information about the most effective ways to persuade girls, teen-aged women and adult women to consider employment in non-traditional occupations. The result of the study could be used as the basis for the development of a communication strategy to promote interest in non-traditional occupations among girls and women. Analysis of the findings demonstrates that there are three primary messages that would be most persuasive in motivating women to choose non-traditional occupations:

l. Non-traditional work is interesting
2. Women are capable of doing non-traditional jobs
3. Non-traditional jobs can provide women with a great sense of accomplishment.

The study states that for women, the most important characteristic for an occupation is that it be "interesting." It is therefore important that this become the central theme of any communication effort directed to women. One of the findings of the study is that home-makers reported the greatest dissatisfaction with traditional employment. For that reason they constitute a primary target for persuasive communication on non-traditional

occupations. Teen-aged women should also be a primary target. Finally, the study proposes 10 specific recommendations to foster the consideration of non-traditional occupations by women.

- Minister of Employment and Immigration.
  Training women in non-traditional occupations. Published also in French under title: ***Formation de femmes dans les emplois non-traditionnels.*** Ottawa: Minister of Employment and Immigration. 1981, 3 pages (Leaflet) English/French.

A brochure describing training programs in non-traditional sectors of occupation.

- Ontario. Women's Bureau.
  Job Search.* Toronto: Ontario Ministry of Labour, Women's Bureau, 1980. 48 pages (Pamphlet) English.

A pamphlet designed to assist women to work through the steps required in searching for a job: goal examination, job expectations and job market, and the job search.
*Note: At time of writing this pamphlet was in the process of being updated.

- Ontario. Women's Bureau.
  Options. A Sourcebook on Employment and Education for Women. Toronto: Ontario Ministry of Labour, Women's Bureau. (s.d.) 63 pages (Book) English.

Women will have to be more aware of the educational and employment options in Ontario if they want to gain access to all levels of the workforce. Otherwise, they will continue to be absorbed into the traditionally low-paying, "female" sectors of the economy. Hence, the sourcebook is a guide to the numerous educational and employment resources available to women in Ontario.

- Québec. Conseil du statut de la femme; Ministère de l'Éducation.
  Vivre-vie, cahier de l'élève. 1980, 31 pages. (Games) French.

Educational games to teach young girls how to make a career choice and to eliminate discrimination against women.

- Québec. Coordination à la Condition féminine; Ministère du l'Éducation.
  "Pour me brancher sur l'avenir, je choisis la science et la technologie."
  Québec: Ministère de l'Éducation, 1986 (Kit) French.

An information kit containing various leaflets designed for an information campaign on non-traditional occupations. The leaflets cover a series of subjects such as: proposing a stereotype-free choice of careers, a list of 300 promising careers, and suggestions on how to sensitize young girls to scientific and technical education to facilitate their integration into the future work world. The information kit also contains a booklet, a summary of interviews with women in non-traditional occupations, and a list of speakers for conferences.

Group III

Related Topics

This section lists appropriate background materials on subjects associated with the occupational integration of women, such as employment equity, pay equity, education and sex stereotyping. For each entry, a title and short description is given.

Employment Equity

•Becker, Gary S; Sowell, Thomas; Vonnegut, Kurt et al.
Discrimination, Affirmative Action and Equal Opportunity: An Economic and Social Perspective. W.E. Block and M.A. Walker ed., Vancouver: The Fraser Institute, 1982, 271 pages English.

This publication from the Fraser Institute brings together various Canadian and American studies on the economic dimension of racial discrimination, prejudices and wage differentials between men and women. The publication also looks at the social impact of affirmative action programs.

•Comité permanent fédéral-provincial-territorial des fonctionnaires chargés des droits de la personne.
Rapport sur l'action positive et les programmes d'aide spéciaux. Unpublished paper, July 1983. 15 pages. French (could not locate an English title).

A discussion summary of a federal-provincial working group on affirmative action. Includes a description of the program, with an outline of the problems expected and some measures proposed to facilitate its implementation.

•Employment and Immigration Canada.
Affirmative Action — Equality in Employment can Work for You. Published also in French under title: ***Action positive – l'équité dans l'embauche peut vous aider.*** Ottawa: Employment and Immigration, 1983, 8 pages (Brochure) English/French.

A brochure discussing ways of fighting discrimination in employment.

•Employment and Immigration Canada.
Affirmative Action, What's it All About? Published also in French under title: ***Action positive, de quoi s'agit-il?*** Ottawa: Employment and Immigration Canada, 1980, 8 pages (Brochure) English/French.

A brochure explaining the objectives and operation of the Affirmative Action Program. What is affirmative action? How can it affect you? Brochure responds to frequently asked questions using a question-and-answer format.

•Employment and Immigration Canada.
Affirmative Action Plan. Published also in French under title: ***Action Positive, Plan.*** Ottawa: Employment and Immigration, 1980, 11 pages (Kit) English/French.

A kit including leaflets on what is affirmative action; its advantages; legislation; unions and affirmative action; and steps for affirmative action programs.

•Employment and Immigration Canada.
Affirmative Action – Benefit to Employers. Published also in French under title: ***Action positive – avantages pour les employeurs.*** Ottawa: Employment and Immigration Canada. 1983, 6 pages (Leaflet) English/French.

A leaflet promoting the hiring by employers of members of the various target groups: women, native people, members of visible minorities, and disabled people.

•Hendlisz, Lise.
Affirmative Action for Women in Canada. Published in French under title: ***Action positive pour la femme au Canada (L').*** Montreal: Association de la femme et le droit de Montréal, 1982, 80 pages, English/French.

A study examining the feasibility and potential impact of affirmative action programs in Canada.

•Human Rights Directorate, Secretary of State.
Affirmative Action: Equal pay for work of equal value and contract compliance in Canada: An Overview. Unpublished document, October 1984 (Report) English.

An overview of the issue of equal pay for work of equal value. Includes a description of various programs in place in the provinces, and a discussion of the private sector and target groups.

•Kinsella, Noel.
A Renewed Federal Contracts Program: An Instrument for Progressive Affirmative Action. Published also in French under title: ***Nouveau programme de contrôle des contrats fédéraux : un instrument d'action positive progressive.*** Ottawa: Affirmative Action Division. Employment and Immigration Canada, 1979, 18 pages, (Report) English/French.

This report explores the use of granting federal government contracts as a vehicle to ensure that women and other disadvantaged groups have equal opportunity and access to entry-level positions, training and promotions.

•Newfoundland. Task Force on Affirmative Action.
Report of the Task Force on Affirmative Action. St. John's: Newfoundland Public Service Commission. March 1985, 150 pages (Report) English.

This report documents the current status of female employees within the Newfoundland Public Service. States the need for affirmative action and identifies a range of issues associated with the disproportionate representation of female employees in the Newfoundland Public Service and the implementation of the government's Affirmative Action Program.

•Ontario Ministry of Labour.
Action positive – Service de conseil pour votre organisation. 1980 (Kit) English/French (cannot locate English title).

Information kit and guide for employers. Affirmative Action Program in Ontario.

•Phillips, D. Rhys.
Affirmative Action as an Effective Labour Market Planning Tool of the 1980s. Task Force on Labour Market Development, Technical Study No. 29. Ottawa: Labour Market Development Task Force, 1981, 69 pages, English.

This research paper is an examination of the effectiveness of affirmative action as a labour market strategy to combat employment discrimination. The study defines the problem, describes the impact that affirmative programs will have on the labour market, and analyzes Canadian affirmative action policy initiatives.

•Townson, Monica.
The Management of Affirmative Action in Hard Times: The Implications of the Current Economic Recession for Affirmative Action Programs. Published also in French under title: ***La gestion de l'action positive en temps de crise : incidences de la récession actuelle sur le programmes d'action positive.*** Ottawa: Employment and Immigration Canada, Affirmative Action Division, 1983, 44 pages. English/French.

This paper investigates the impact of the recession of the early 1980's on affirmative action programs by examining the extent of employment decline in various Canadian industries, occupations and regions, and outlining the prospects for economic recovery.

•Treasury Board Canada, Affirmative Action Personnel Policy division.
Affirmative Action Press Kit. Ottawa: Treasury Board Secretariat, 1983 (Kit) English/French.

This kit contains information regarding the federal government's affirmative action policy guidelines, statistical data on the representation of the three target groups, women, native people and disabled persons, and a summary of measures taken by Treasury Board and the Public Service Commission to support employment of the three target groups.

Education

- Menzies, Heather.
  Computer Technology and the Education of Female Students: an information paper. Ottawa: Canadian Teacher's Federation, 1982, 11 pages (Report) English.

A discussion paper focusing attention on the ways in which education may be called on to adjust to changes in the preparation of young women for the workplace.

- Ontario Status of Women Council.
  Brief to the Secondary Education Review Project. 1980, 5 pages (Report) English.

This brief points out the problems of young women entering the world of work and the poor preparation they have for working. It makes recommendations on curriculum changes, guidance and counselling changes.

- Bisson, Louise.
  Le salaire a-t-il un sexe? Les inégalités de revenus entre les femmes et les hommes au Québec. Québec: Gouvernement du Québec, Conseil du statut de la femme. 1987, 90 pages (Report) French.

A study of the gap between male and female wages.

- Labour Canada, Women's Bureau. Equality in the Workplace.
  Series A no. 4. National System of Fully Paid Parental Leave for Canada: Policy Choices, Costs and Funding Mechanisms. Published in French under title: ***Inégalités en milieu de travail: Un régime national de congés parentaux entièrement payés pour le Canada: Choix d'une politique, coût et modes de financement.*** Ottawa: Labour Canada, 1983, 134 pages (Report) English/French.

Discussion of a national system of fully paid parental leave for Canada — policy choices, costs and funding mechanisms.

- Labour Canada. Women's Bureau.
  Equality in the Workplace. Series A no. 3.: Sex Discrimination in the Canadian Labour Market. Published in French under title: ***L'égalité en milieu de travail: Le marché du travail canadien: la discrimination fondée sur le sexe; théories, données, et preuves.*** Ottawa: Labour Canada, 1983, 77 pages (Report) English/French.

Sex discrimination in the Canadian labour market — theories, data and evidence.

- Labour Canada, Women's Bureau.
  Equality in the Workplace. Series A no. 1.: Gender Wage Differentials in Canada: A Review of Previous Research and Theoretical Framework. Published in French under title: ***Inégalités en milieu de travail: Inégalités de rémunération entre les hommes et les femmes au Canada: survol des recherches antérieures et cadres théoriques.*** Ottawa: Labour Canada, 1983, 57 pages (Report) English/French.

A review of previous research and theoretical framework regarding gender wage differentials in Canada.

•Labour Canada, Women's Bureau.
Equality in the Workplace. Series A no. 2.: Accounting for Gender Differentials in Job Income in Canada: Results from a 1981 Survey.
Published in French under title: ***Inégalités en milieu de travail: Considérations sur les inégalités de rémunération entre les hommes et les femmes au Canada : Résultats d'une enquête effectué en 1981.*** Ottawa: Labour Canada, 1983, 50 pages (Report) English/French.

Results of a 1981 survey accounting for gender differentials in job income in Canada.

•New Brunswick Advisory Council on the Status of Women.
An Analysis of Equal Pay for Work of Equal Value as Applied to Some New Brunswick Civil Service Jobs.
Moncton: New Brunswick Advisory Council on the Status of Women, 1983, 36 pages (Report) English.

An extensive analysis of equal pay for workers in the New Brunswick civil service.

•Public Service Commission of Canada, Office of Equal Opportunities.
Policy – Equal Opportunities for Women in the Public Service of Canada.
Published in French under title: ***Égalité des acces à l'emploi pour les femmes dans la fonction publique du Canada.*** Ottawa: Public Service Commission of Canada, 1975, 10 pages. English/French.

Policy and program guidelines concerning equal opportunities for women in the Public Service of Canada.

•Québec. Conseil du statut de la femme. Laboratoire sur la répartition et la sécurité du revenu.
La condition économique des femmes au Québec. Volume 1: l'exposé de la question. Québec: Ministère des Communications, 1977. 219 pages (Report) French.

A global assessment of the economic situation of women in the Province of Quebec and the actions undertaken by provincial authorities. Suggestion and recommendations to improve the economic situation of women and to foster their contribution to society.

•Courtney, Alice E.
Canadian Perspectives on Sex Stereotyping in Advertising. Published also in French under title: ***Stéréotypes fondés sur la sexe dans la publicité : perspectives canadiennes.*** Ottawa: Canadian Advisory Council on the Status of Women, 1978, 117 pages (Report) English.

This paper reviews the history and state of Canadian advertising with respect to the portrayal of men and women. It examines the existence and effect of sex stereotyping and other related problems, and makes recommendations for consideration by the Advisory Council.

•Descarrieres-Bélanger, Francine.
Ecole rose ... et les cols roses (L') : la reproduction de la division sociale des sexes. Laval, Québec: Editions cooperatives A. Saint Martin, 1980, 128 pages (Report) - French.

Study establishing a direct link between stereotypes based on differences and the subordinate roles occupied by women in the labour market.

•Fisher, Linda.
Sex-Role Stereotyping . University of Waterloo Research Institute, Final Report, 1978 (Report) English.

The effect of teacher awareness, resource materials and teaching practices on the self-concept of students at the primary and junior levels.

•Jain, Harish C. and Diane Carroll.
Race and Sex Equality in the Workplace: Challenge and an Opportunity. Published also in French under title: ***Égalité des races et des sexes en milieu de travail: un défi et une chance.*** Ottawa: Labour Canada, 1980. 261 pages (Report) English/French.

A summary of a seminar held at McMaster University, Hamilton, Ontario, in September 1979, on "Sexual and Racial Equality in the Working Environment: an Opportunity and a Challenge."

•Ontario Ministry of Education.
Report: Sex-role Stereotyping and Women's Studies Conference. September 28, 29, 30, 1978 Macdonald Block. Queen's Park. Toronto. Published in French under title: ***Image stéréotypée du rôle des sexes et étude de la condition féminine.*** Toronto: Ontario Ministry of Education, 1979. 67 pages (Report) English/French.

A guide for helping educators to eliminate stereotypes in the school environment. Includes lists of suggestions, recommendations and resources.

- Québec. Ministère de l'Education; Coordination à la condition feminine. ***Action du ministère de l'Education dans le dossier de la condition féminine (Les).*** Québec: Ministère de l'Education, 1982, 24 pages (Report) French.

A report published by the Quebec Department of Education describing the measures which have been and will be taken to eliminate sex stereotypes from school text books.

Group IV

Audio-Visual Materials

This section provides a list of audio-visual presentations that are available. For each of them, the title and a short description appears. In most cases, descriptions were taken from film or video catalogues.

• ***Aiguilleuse au C.N. (L')***
National Film Board, 1983, 10m., 16 mm, colour.

A movie about a non-traditional occupation.

• ***An Equal Chance.***
Toronto, Cross-Cultural Communications Centre, 1980, 10 m.

This filmstrip looks at the various obstacles which hinder equal employment opportunity and equal pay for women and minorities.

• ***Attention: Women at Work.***
National Film Board, 1983, 28m.

A film portrait of four women working successfully in non-traditional jobs.

• ***Breaking Through.***
National Film Board, 1983, 27 m.

A film examining women's pre-trades training programs and some of the graduates who are now working at jobs in auto mechanics, welding, plumbing, and carpentry.

• ***C'est pas mon genre.***
Vidéo Femmes, 1981, 30 min/c. $^{3}/_{4}$", colour.

This film tries to sensitize young girls and boys to the fact that the situation of women is a result of both stereotypes and sexist interpretations of male and female roles.

• ***Comment travailler avec ses collègues?***
Les entreprises Téléfilm Ltée, 1982, 16 mm.

Men and women in management: the existing tensions.

• ***Etudiante en mécanique.***
Vidéo Femmes, 1981, 7 min/c. $^{3}/_{4}$", colour.

A female student in mechanical engineering speaks about the difficulties she encountered.

• ***Femme au travail***
National Film Board, 1983, 24 min., 16mm, colour.

Interviews with young women who occupy important positions in non-traditional sectors of occupation. They describe their experiences.

• ***Grand remue-ménage (Le)*** .
Cinéma libre, 1978, 70 min., 16mm, colour.

A general clean-up of traditional stereotypes of all kinds.

• ***Identifying Sexism in Children's Books.***
Toronto, Cross-Cultural Communications Center, 1978, 15 m.

A filmstrip exploring how children's books act as factors in the socialization of boys and girls in a sexist manner.

• ***I Want to Be An Engineer.***
National Film Board 1983, 28:34 m.

Introduction to the professional and personal lives of three women engineers. The film presents dynamic images of the work of the engineer and is intended to encourage teen-aged girls to consider engineering as a career option.

• ***Leila, tireuse de joints.***
National Film Board, 1983, 10m. 16 mm.

A profile of a woman in a non-traditional occupation.

• ***Louise Drouin, Veterinarian.***
National Film Board, 1982, 22m.

A profile of a woman working in a non-traditional job. Louise Drouin is a practicing veterinarian in a rural community near Montreal, and the film follows her as she cares for her patients.

• ***Make it Happen.***
Toronto, Moebius International, 1982, 22m.

A film about alternatives to the usual rewards directed towards girls and women. Co-sponsored by the Toronto Board of Education and the Ontario Ministry of Labour.

• ***Métiers non traditionnnels (Les).***
Vidéo Femmes, 1980, 27 min./c. $^{3}/_{4}$", colour.

An audio-visual presentation of non-traditional occupations intended to encourage women to select them.

• ***Moving Mountains.***
National Film Board, 1981, 30 m. Also available in French as ***Elles soulèvent les montagnes.***

A film about the personal and political processses women go through to do jobs traditionally reserved for men. The coal-mining women of Elkford, British Columbia tell their story.

• ***Nous sommes des ingénieures.***
National Film Board, 1983, 28 min., 16 mm, colour.

The professional and personal lives of three women engineers. The movie is aimed at young girls with the goal of attracting them to that occupation.

• ***On a Par, Not a Pedestal: Women in the Corporation.***
TV Ontario, 26 m.

This program studies a human resource development program designed to prepare employees for changes involving better job opportunities for women and minorities in a large insurance company.

• ***Once Upon A Choice.***
Toronto, Moebius International, 1981, 15 m.

An original fairy tale in which an unconventional princess faces the conventional dilemma of deciding which prince to marry. Her unexpected solution raises contemporary questions about sex-role stereotyping.

• ***Pour moi, une femme, une fille, c'est...***
Vidéo Femmes, 1980, 20 min./c. $^{3}/_{4}$", Colour.

Children and teenagers explain their views of the role of women in society and family.

• ***Pretend You're Wearing A Barrel***
National Film Board, 1978.

A film about a woman who becomes a welder. The film shows her at work, records the reaction of her male co-workers, and reveals the new respect her children have for her, and she has for herself.

• ***Rien qu'une secrétaire.***
Vidéo Femmes, 1981, 53 min./c. $^{3}/_{4}$", Colour.

A video presentation on the myths and reality of secretarial work and the working conditions of secretaries.

• ***Role Call - Program 1***
TV Ontario. 28 m.

Interview with lawyer Maureen Sabia about being single and holding a high-prestige job.

• ***Role Call – Program 2***
TV Ontario. 28 m.

This program looks at a female band manager. Other interviews explore the situation of women in unions and working-class jobs.

• ***She's A Railroader.***
National Film Board, 1978. 9:45 m.

This film is about a woman who works on the railroad as a "yard-trainman." The film is a good opener for discussion about the circumstances and prospects for women in non-traditional jobs.

• ***Six femmes à leur place.***
Vidéo Femmes, 1981, 30 min. $^3/_4$", Black and white.

From garbage woman to electro-technician. How successful are women in adapting to these traditional male jobs? Six women talk about the difficulties they have encountered, the changes they would like to see and their sense of accomplishment.

• ***Soudure, pourquoi pas?***
National Film Board, 1983, 10 min. 16 mm.

A film about a non-traditional occupation.

• ***The Clean Sweep.***
Toronto, Development Education Centre, 1979, 70 m.

This film challenges sexual stereotypes. It juxtaposes interviews and debunks military mores, the church, the school system, romantic love and everything that has served to keep women in their place.

• ***The Sexes: Roles.***
National Film Board, 1978, 28m.

This documentary traces the development of restrictive role models in both an historical and biological context.

• ***The Sooner, The Better.***
Toronto, Kinetic Film, 1982, 27m.

A film for teachers illustrating the essentials of a non-sexist classroom. It describes and demonstrates specific teaching ideas aimed at expanding horizons for both girls and boys.

• ***Women and Non-Traditional Jobs.***
Speakers Series Videos, New Brunswick Women's Directorate Productions, 57 m.

A video on non-traditional occupations for women. Speaker: David Armstrong, President of Armstrong Construction and past-president of the Road Builders' Association of New Brunswick.

Appendix E - Location of Research Reports and Educational Materials in the Selected Bibliography

1. Renouf Publishing
   211 Yonge Street
   Toronto, Ontario (416) 363-3171
   M5B 1M4

2. Status of Women Canada
   151 Sparks Street
   Ottawa,.Ontario (613) 995-7835
   K1A 1C3

3. Women's Educational Resources Centre (WERC, OISE)
   A Project Or the Women's Centre
   Ontario Institute for.Studies in Education
   252 Bloor Street West,
   Toronto, Ontario (416) 923-6641
   M5S 1V6

4. WERC, OISE

6. Ontario Women's Directorate, Resource Centre

10. WERC, OISE

11. Ontario Institute for Studies in Education
    Main Library, Thesis Collection

12. WERC, OISE

13. OWD, Resource Centre

14. Canadian Congress for Learning Opportunities for Women
    or WERC, OISE

16. WERC, OISE

20. WERC, OISE

23. OWD, Resource Centre

27. WERC, OISE

31. Status of Women Canada

32. WERC, OISE or
OWD, Resource Centre

34. WERC, OISE

36. Status of Women Canada

37. OWD, Resource Centre

38. OWD, Resource Centre

41. WERC, OISE

42. WERC, OISE

44. OWD, Resource Centre

45. WERC, OISE

46. Status of Women Canada

48. WERC, OISE

49. OWD, Resource Centre

50. WERC, OISE

51. WERC, OISE

52. Toronto Board of Education
Equal Opportunity Office

56. OWD, Resource Centre

57. WERC, OISE

58. OWD, Resource Centre

59. OWD, Resource Centre

69. OWD, Resource Centre

75 to 86 WERC, OISE

87. OWD, Resource Centre

89. WERC, OISE